



PROCEEDINGS

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English Language Education
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Proceedings

THE 3rd INTERNATIONAL LANGUAGE AND LANGUAGE TEACHING CONFERENCE (LLTC 2016)

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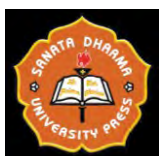
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Preface

The Organizing Committee are delighted to present the proceedings of the Third International Language and Language Teaching Conference (LLTC 2016). The main of the conference is: Pursuing Meanings in English Language Teaching. This year's proceedings contain 64 full papers, covering various topics in language learning-teaching, linguistics and literature.

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LEARNING IN THE SPIRIT OF A DIGITAL ERA

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Abstract

Each era has its own unique spirit. Such a phenomenon is true for all human enterprises, including for education. Today's digital era has been responded differently by different parties. On the one hand, some pessimistically view today's digital age a great disadvantage for current generation. Young people are seen to have been indulged by a variety of facilities. A lack of delayed gratification and increasing speeds in both technologies and services have made them more and more spoiled. On the other hand, others view that it is not enough to deplore all those challenges. Digital products and facilities are viewed to have yielded a wider horizon of possibilities to anticipate. According to the later perspective, learning is better viewed within the perspective of such a horizon. A growing body of literature suggests that learning is a complex enterprise, forcing us to attend to a great variety of theorizations beyond philosophy and psychology to better grasp its complexity. Recent studies on behavioral economy, life sciences (i.e. hormonal, genetic, and synaptic), research on expertise, and collaborative inquiries provide a better outlook of what learning is all about during this digital age.

And what motivates people are the bonds and loyalty and trust they develop between each other. What matters is the mortar, not just the bricks.
Margaret Heffernan (2015)

Introduction

We are now living in an era where our future is largely unknown to any of us (Lichtman, 2013). In line with skeptic empiricist perspective, our incapability to know our future has unavoidably situated us to embrace a higher level of appreciation towards uncertainties (Taleb, 2014). It is within this frame of thinking that anyone is supposedly welcome to embrace a multi-disciplinary orientation to better understand to complexity of our educational enterprises. From the history of instructional methods, upon the demise of uniquely proposed methods era back to the 1970s and the 1980s, the 1990s witnessed the emergence of post-method conditions in of English learning (Kumaravadivelu, 1994). In short, English learning will be impoverished if we only draw merely from English teaching literature. In this paper, I set out to share my personal journey as a teacher, who has drawn much from a number of both disciplinary and methodological orientations, during the last 17-year of my teaching career. I've learned how to gather different perspectives to inform my own practices.

Being fully aware of heading to unknown territories means that we are supposedly ready to live in and embrace the trajectories of an era of high unpredictability. Most of today's teachers are digital immigrants, while our incoming students are more and more savvy with digital gadgets. Humans make technologies to facilitate our livelihood. In the meantime, humans are also formed and reformed by the technologies. A growing body of literature on education in the 21st century suggest that we are called to prepare students to be more self-evolving (Lichtman, 2013).

My viewpoints with regards to education are not necessarily situated within a small enclosure of our own, i.e. individual classrooms. Educational enterprises never

become an isolated journey. They are basically shared endeavors, inviting all like-minded people to gather and get united in holding visionary outlooks of what educational, learning organizations will look like. Accordingly, the idea of self-evolving nature of learning is not necessarily limited to the individual teachers. Much more importantly, we are supposed to manage our shared practices into self-evolving organization. Self-evolving education is intended for the future, not for the past. Just like what has been reminded by John Dewey, who has taught us, "If we teach as we taught yesterday, we rob the children of tomorrow"

Today, the greatest challenge of our educational enterprises is how to teach the unknown. The best formula to represent our future is the fact that we are unable to predict. The best strategy seems to be the high degree of humility on the part of us, lecturers and teachers, to maintain the basic attitude of teaching the unknown. For what reason? That is to induce self-evolving learners, as well as self-evolving organizations.

Reflective pedagogy: A conceptual framework

A growing body of research in learning communities and sustainable institutions suggest the importance of collaborative culture (Peterson & Deal, 1999; Lave & Wenger, 1991; Rogoff, Turkianis, & Bartlett, 2002; Hill, Brandeau, Truelove, & Lineback, 2014; Heffernan, 2015). The conceptual framework shared in the institutional level is used as a starting point. Research in learning communities suggests that what appears to be fundamentally decisive is the shared belief among the community members. It is based on such a perspective that I draw much ideological beliefs to expand my work.

It is my conviction that learning activities are supposedly drawn from such a shared conceptual framework that reflects institutional identity. Sanata Dharma University was established in 1955 as a teachers' institute. It was founded upon the philosophy of anthropological humanism. It is generally agreed that philosophy is a science to develop knowledge and pursue wisdom. Humanist orientation is established on the beliefs that humans are situated at the very center of all things. Humans are subjects, not merely objects of externalities. Central to this belief is the assumptions that humans possess freedom to choose. This anthropological perspective leads to an understanding that humans are continually engaged in meaning-making pursuits.

Examen Conscientiae through GREXT

The philosophy of anthropological humanism is frequently translated into a methodological framework called Ignatian Pedagogy (IP). As a pedagogy, it is formulated into a cycle of five components, namely *contexts*, *experience*, *actions*, *reflection* and *evaluation*. While the five components provide a comprehensive detail of each step, in practice, however, some view them as highly impractical.

My personal experience of facilitating the implementation of IP Grants suggest a number of things. On the one hand, since 2007, Ignatian Pedagogy has been established as a characterizing identity of Sanata Dharma University as a Jesuit institution. The grant, in which lecturers would earn a meagre amount of financial support to implement the method, follows a well-established procedures and mechanism. It was believed that such a grant provision would help the institutionalization of the pedagogy. This grant has successfully met the intended goal, in the sense that regularity of grant provision was found to increase the greater awareness of the pedagogy. In contrast, however, such a grant provision is found to have been too routinized. Little was done to rejuvenate the program. In addition, the implementation was very likely to get trapped in formalist procedures/mechanisms. The biggest challenge was the limited investigation beyond

anecdotal data obtained from the teaching and learning activities. Most grant recipients did not go further to make use of conceptual framework and theoretical expansions.

Despite such challenges, new ways of addressing pedagogies in Sanata Dharma University are explored. One of the simple, but powerful elaboration of reflective practices is a three-step GREXT. To help simplify the stages, a three-step reflective practice is proposed, which includes *gratitude*, *remorse*, and *so what next* (GREXT).

A growing body of literature suggests that reflection is found to play a fundamental role in facilitating the maturity growth of individual persons, which expands into the formation of a better community. In reality, however, such a reflective practice is very likely to land in a highly infertile land. When coming into collaborations with other community members, shared reflective practices are found to create a sense of insecurity. It is not unusual that disclosing our very vulnerabilities would create some personal and social disruptions. It requires a highly nurturing culture of relational trust to allow each participating community members to enjoy the freedom to express themselves. To what extent is Sanata Dharma University community able to nurture such a reflective practice? This question is not easily answered since it requires scientific investigations. In particular, following Gregory Bateson's method of involving autobiographical pieces in his essays, I will certainly respond to the question by asking myself, to what extent am I willing to prepare myself to continually open up my mind and undergo reflective actions on a daily basis?

In my own pursuit of knowledge, I came across Habermas' (1985) Critical Theory. The theory itself covers two kinds of critique, namely critique of ideology and critique of knowledge. The former is known to address external scopes of the people doing the critique. The latter addresses an internal part of our own personal human psyche.

Critique of ideology and knowledge

Mezirow (2000) suggests that ideology critique deals with what happens external to the ones doing the critique. Being said, it is also called objective reframing. When we do critique of ideology, the objects under investigation are the things done by other people, a group of people, or organizations external to us. It is not unusual that we will easily find fault at policies issued by authorities. A case in point, in the first days of his new position as Minister of Education (July 2016), Effendy Muhandjir sent a shocking message. He intended to mandate a full-day school, a replication of some religion-based schools in Indonesia. One might argue that the announcement of his premature thought was targeted as testing waters. However, his premature thought on that issue caught him red-handed in at least three major flaws. **First**, people quickly found that the new Minister's affiliation to a particular religious group was very likely to decrease his capability to operate within a framework of a more encompassing, national agenda. **Second**, his premature thought quickly suggests his lack of knowledge on the existing legislation with regards the maximum number of hours for students to study in school. **Third**, his premature thought also revealed his inability to project the financial burdens of such a policy to relevant stakeholders.

While such an objective reframing serves a good purpose that allows us to understand power relations, in our day-to-day life, it doesn't necessarily improve our quality of life as well our well-being. An overuse of objective reframing is likely to lead to a formation of a finger-pointing habit. Thus, instead of situating ourselves within the scope of being critiqued by our own, a habit of using objective reframing tends to find faults on others. An empirical study on leadership program among Indonesian adult

learners suggests that this type of reframing has led some people to undergo non-transformed learning (Budiraharjo, 2013).

It is the conviction of Sanata Dharma University to keep the balance between an objective and subjective reframing. A knowledge critique deals with the distortion of ourselves. An antidote to finger-pointing habit (I.e., critique of ideology), a thinking tool is offered. It is critique of knowledge. In contrast to objectively find weaknesses on what other people do, a critique of knowledge situates ourselves as a subject of our own scrutiny. Mezirow defines the process as subjective reframing. It is through subjective reframing that each of us is supposed to start to question the validity of our knowledge and assumptions. Brookfield (2009) elaborates the concept of subjective reframing as a thinking tool in a powerful term: *critical self-reflection on assumptions* (CSRA).

In particular, the underpinning principles of CSRA are the high degree of humility among us as fallible human beings. A skeptic empiricist, philosopher Nassim Nicholas Taleb (2001) argues that thinking fallacies are so rampant in the minds of current human beings. Drawing on the long tradition of philosophy of logic, Taleb argues the very vulnerabilities of human thinking and capability to understand a dynamically more complex world. The modernist thinking born in the fifteen hundred had led a great variety of pursuits of human endeavors. As Yuval Noah Harari (2014) notes, the findings of bacteria in a single drop of rain done by Anton van Leuwenhoek in 1674 using his simple and crude microscope had led humans to cope with more than 300 bacteria today. In addition, the quality of health science and services in the past five decades has allowed the world population to increase 14 times. Back to the fifteen hundreds, the human beings (upon the massive death due to the Black Death epidemics that left one-third of European population to survive) numbered around 500 millions. In a course of five centuries, the human population explodes, reaching to some seven billions today.

Despite such a great quality of health science and services, and all strikingly powerful technologies and sciences, each single human being and all homo sapiens who currently walk on our green planet, are still prone to uncertainties. Taleb warns that it is going to be too arrogant to claim that human beings are able to predict how the course of life of humans on earth will proceed. Assume that our great technologies of earthquake were able to precisely predict the huge tsunami that swept the Indian Ocean back to 2004, somebody or a group of powerfully influential people would have managed to remove people in Meulaboh and other cities much before the momentous day of December 26. Assume that great intelligence works of the United States had the capability to foresee what would have happened exactly on September 11, 2001, there would have been formidable preparations from the US Air Force to keep New York safe from terrorisms.

Humans remain to live a huge paradox. On the one hand, we are able to manage our life much better through times. On the other hand, we also need to admit that mistakes and errors are inseparable parts of our true identities as fallible humans. It takes some humility or humble attitude to remain healthy. As Taleb (2011) notes, back to the 1960s, even many physicians held a wrong belief with regards to breast-feeding. It was believed among many physicians that breast-feeding was a primitive thing to do. Substantive research done a few years afterwards eventually disclosed the importance of breast-feeding, which has something to do with our immune system. Breast-fed children would eventually grow less possibility of developing cancerous tissues. Breast-feeding mothers also substantially decrease the likelihood of getting contracted to breast cancer.

A critique of knowledge, which takes the form of CSRA, has a more powerful impact on the personal growth, when it is situated within a therapeutic turn.

Self-agency model: Willingness to take charge

Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher (Palmer, 2010). I found Palmer's words so powerful. A growing body of literature on curricular changes in different countries suggest that education is a field with highly contesting parties (Bowles and Gintis, 1976; Oakes, 1985; Kinceloe, 1992; Apple, 1978; Giroux, 1988). The fact that education is a never-ending battleground with contested parties involved is unavoidable. Critical thinkers (such as Bourdieu, Foucault, McLaren, Apple etc) are quickly pointing out the implications of political charges that play a bigger role in determining the direction of the education.

Drawing upon the conviction of teaching as identity and integrity-driven, I hold a strong belief to maintain a sense of self-agency in both my own classrooms as well as in my relationships with other people. A school leadership pundit, Michael Fullan (1993) argues that curricular changes will only take place when top-down policies meet a high degree of voluntarism among people of any level in the school building. Self-agency is defined to be composed of at least three major components. First, there is a growing awareness among people to sense some problems. Second, some voluntary people are moved to develop some ownership over the problems. Third, the ownership is then translated into real actions.

I hold the belief that I have some authority to take some real actions to induce meaningful learning among my students. Four major steps are taken to translate my self-agency to make a difference in my classes. **First**, upon seeing the unfair burdens of learning by the end of each semester, I decided to manage learning experiences. Drawing on Daniel Kahneman's theory of dual selves (i.e. experiencing and remembering), I devised a learning experience where the last one-fourth period of learning becomes a less burdensome for my students. **Second**, realizing that today's world is replete with great digital learning resources, I manage to make use of powerful videos to be significant parts of my class. **Third**, as neuroscience suggests, learning is biological by nature. Addressing the limbic brain (where emotion and decision making are located) is found to have brought significant impacts on the hormonal changes that facilitate learning. Accordingly, I make use of personal narratives to accommodate the emotional part of my students. **Fourth**, I am a true believer of teacher integrity as a foundational component to make up a meaningful experience in learning. I therefore try to maintain personal authenticity by sharing my personal reflections to public.

First step: Managing experiences

In my 17-year teaching experience, I have continuously heard that many students tend to have sleepless nights by the end of every semester. It is just logical to expect that some students are not able to manage their own learning. Instead of distributing their learning experiences the whole semester, some tend to spend their last minutes (by the end of each semester) to study. However, a few students are really good in their time management. They are able to manage time very well. Interestingly, I have continually seen the same issue in every even semester. Most students, seem to get overburdened by learning tasks. It is unusual to find good students to complain about the heavy burden by the end of even semester. What is wrong with this?

This is certainly a mind-boggling phenomenon. I eventually came across with the study done by Daniel Kahneman, the Nobel Laureate in Behavioral Economy, in 2002. In 1970s, he conducted a series of experiments to assess humans' capability to draw meanings out of their life encounters. He was interested in understanding how humans negotiate with painful experiences. He came up with a simple question: what made people suffer more; is it the length of the suffering or is it the degree of the sufferings? If

he was able to answer the very question, he would presumably be able to assess the degree of life quality of humans. Upon his observations of human sufferings and a variety of experiments, he concluded that humans tend to engage in transaction-based experiences. He came up with an idea that humans are of two different parts, one as experiencing self, and the other as remembering self. In short, he was going to assess, which one among the two selves, which really defines human experiences. Which speaks louder, experiencing self or remembering self?

Majority of people will intuitively think that the most determinant is our experiencing self. The longer a patient suffers from an illness, the worse experience he or she will suffer – which certainly deteriorates his or her life quality. However, upon conducting a number of experiments, Danny Kahneman found the opposite to what most people would think. The most determinant is the remembering self. Instead of the length or period of illness, it is how the patient ends the experience of illness itself. The very end of the illness period is called the remembering self. Humans are story-telling animals. Cognitive scientists have found that humans tend to selectively choose the corroborative evidence. In Senge's (1990) observation, humans are found to engage in leaps of abstraction. Instead of critically attending to each detail of the experience, humans tend to draw major take-aways. A psychologist, Daniel Kahneman earned a Nobel Prize in the discipline of Behavioral Economy.

How would this human characteristic be translated in our meaning-making pursuit through our class?

Second Step: A case of Integration

The second thing that I do to create meaningful experiences in my classes is to use a variety of video sources. How do I use them? First, I will get the selected videos embedded in our Learning Management System. Second, I will supply the quiz questions to assess students' comprehension. The quizzes make use of self-auto-grading systems. Once students are done with quiz, they will receive a prompt notification of their performance. Third, the check for understanding through simple quiz questions will be followed by a reflective question.

A case in point, the quiz based on Shawn Achor's speech on TED shows. 16 true-false questions are provided. The average score of the students is 81.85%. The average length of student's responses is 259 words. In response to the following prompt, "*Discuss your personal experiences that correspond to the importance of embracing a new paradigm offered by the positive psychology!*" here is one of the longest response:

I am always amazed by people who can speak flawlessly in front of public presenting a hefty topic in a fun, entertaining way. If the US has Kevin Hart and Indonesia has Panji Pragiwaksono as the talented stand-up comedians, we have to consider Shawn Achor to be our scientific stand-up comedian. At first I wondered how a researcher could be so hilarious like that. His brilliant thought and his positive energy do not only live up the presentation but also inspire us to be positive. I used to be a thinker, in a negative way, when I was just a kid. Seeing the negative thing first had been a pattern of my melancholic side. Now that Shawn Achor has made me more positive, I have two things that recently cross my mind about positive psychology.

First, being positive in the workplace should be started from the very beginning. Shawn Achor had told us how he felt so excited getting the

privilege of being accepted in Harvard. When others were burdened with the competition, the workload, the hassles, the stresses, the complaints, he stayed happy and positive. I have some friends who often meet me and discuss fun, simple things in the workplace. Other than sharing funny stories of our students (we have almost unlimited funny stories of them including a student who likes to guess teacher's age), we usually share how we feel about workload and tasks. We mostly face our tasks as something "wow" or "amazing" since they encourage us to use new method or new technology. While some seniors view those tasks as burdening or wasting time, we see that as something fun since we can also work together, which means also fun because we like to meet each other. We have our catchphrase initiated by my friends, Ibu M* & Ibu L*, that we are proud of: "The Power of Nggumunan" (The Power of Being Easily Amused -- I am sorry I have not found the perfect translation). With this motto, we face almost everything positively, especially when we get what others consider as heavy workload, difficult students, problematic parents (of our students), or even demanding supervisors. One of my friends said, "Disuruh bikin Lesson Plan aja kita gumun dan seneng banget." "We are super excited although it is only to work on Lesson Plans." I believe that this happiness and positiveness can help me and my friends survive.

Second, positivity enhances the energy of learning in classrooms. I have a student who always brings positivity, I call it happiness, to the class. Everyday he has a funny or silly story to tell. He probably does not intend to be funny, but the way he makes an effort to tell stories in proper English and the body language he has are entertaining. This brings happiness and positive energy to his friends and it helps me live up the class. Having lecturers of MPBI who always bring positivity to the class is also a motivation to learn in Sanata Dharma University. Having positive and excited, not to mention funny, friends in class had made me down with regret when I skipped a class one afternoon. A full-day working should be ended up with a fun afternoon in class. Telling random jokes, sharing the infamous snacks, having dinner together, or gossiping about the never-ending worksheets are some activities that unexpectedly trigger us to discuss even more serious topics that lead us to learn something new, as the side effect. I thank you and all my friends in class for such fun atmosphere.

My wrap-up sentence will not be as long as what it is supposed to be. My colleague, Ibu A, had once told me, "Be Good! If not, Be Happy!"

In short, the learning becomes meaningful. In what way?

First, it is done to bring forward the emotional part of the brain. Borrowing Sinek's framework of three circle model of WHY, HOW, and WHAT, I intentionally create a sense of comfort and security. A growing body of literature on learning suggests the importance of emotion and decision making to be foremostly addressed.

Second, one of the most profound critiques on the use of reflective teaching is the lack of credibility and/or accountability. Reflections become so personal, hidden from public radar, and leading to self-indulging attitude. This critique is responded by bringing the reflective pieces into a public readership.

Third, personal reflections will become meaningful only after personal feedback is given. It is true that the feedback is supposedly intended to induce some critical thinking. However, it is going to be much more powerful when the uniquely written responses clearly underscore the compassionate attitude. The responses cannot be judgmental, where the lecturer plays a moral high ground. The clarity of the message must be fully captured. This is the tricky part. It takes a village to raise a kid. A systems thinking is required. The whole is not just the sum of its parts, as Aristotle has taught us.

Third step: Listening to students' authentic voices

I happened to be one of the instructors of *Program Profesi Guru (PPG) Sarjana Mengajar di Daerah Tertinggal, Terdepan, dan Terluar (SM-3T)*. Out of 13 PPG students, 12 are from Kupang. In our recent book (Budiraharjo & Lasar, 2016), it is clear that they were not well-prepared to join the program. Their English commands made them so inferior. Most were unsure whether they would survive in Sanata Dharma University.

The narrative of Astikha Lutfiana



Let me introduce myself. My name is Astikha Lutfiana. I was born in Kudus and was raised in Jepara. Do you know anything about Kudus? Well, this is small city located in between two historic cities, namely Demak and Pati. It is easy to associate Kudus with two big things. The first is that it houses one of the biggest cigarette makers, Jarum Kudus. The second is that it the location of one of the biggest paper companies, Pusaka Raya Inc.

How am I related to those two big things? Well, to tell the truth, I attended Muria Kudus University, majoring in English education. This university was founded by Jarum Kudus, Inc., as one of its corporate social responsibilities. It was certainly a pride to have attended the university.

When I joined the SM-3T in 2014, and I was sent to West Kalimantan Province. I was placed in the regency of Landak and the district of Kuala Behe in Angkanyar village. The first two pictures are snapshots of SMPN 3, Kuala Behe. The school is three km away from its closest neighborhood. So, my friend and I had to walk on foot for about 30 minutes in order to reach the school. As you can see from the pictures, the road is not hardened with asphalt or concrete. When the rainy season comes, the road becomes very slippery. It is dangerous for you to walk on it. When heavy rains come, the muddy road are not passable by vehicles.

My school has six different unit buildings. You can find classrooms (for the seventh, eighth, and ninth graders), library, and school office, as well as toilets. The school buildings are now four years of age already. What might be of interest for you is this: my school is called bukit sinyal. How did people end up naming the place that way? It is so because it is the very spot that you have a relatively good cellular phone signals (although not that strong).

Sony Malua

Let me introduce myself. My name is Mika Sony Malua. I was born in Alor, and was raised in Kupang City. I moved to Kupang City when I started my elementary education. As you may know, Kupang is not popular as Bali. But, most people will come to an agreement, that the most fascinating places to visit are the beaches. There are three popular beaches in Kupang, namely Lasiana, Manikin Beach, and Batu Nona Beach.

I didn't plan to join the SM-3T program. It was upon the urge of my close friend that I got enrolled in it. The selection process was not easy. I thought that I would never be admitted to the program. The tests were difficult. I had made myself sure that I would have failed in those tests. Surprisingly, I was admitted to join the program. I was sent to Deiyai Regency, Papua Province. I was in charge of teaching different subjects, such religion, Bahasa Indonesia, Arts, and Sports. It is true that I was trained as an English teacher. But I found it impossible to teach them English. That is a small piece of information about me and SM-3T program. There are more stories about my experiences when I stayed in Deiyai Regency. But, I will tell more about them in different occasions.

I will turn to the following picture.



A traditional dance for a marriage proposal

The picture depicts a traditional dance called Silat Kampung. It is considered as a sacred dance. Only a few have the authority to perform the dance. I took this picture last

year. It shows one kind of dances from Alor regency, especially from Pura district. It is not frequently performed in the area. Pura Island stands on its own. It takes about 20 hours on a ship to reach the island from Kupang Port. But, you have an alternative to reach the place by plane, which takes only 40 minutes. The plane ticket is about four times more expensive.

The dance is hardly found anymore. It can only be performed by those mastering traditional martial arts. Usually, only the elderly who master the arts are recruited to perform the dance. Interestingly enough, the dance is specifically performed during the marriage proposal. The rite of passage to conduct the dance is started with the drinking of *sopi* (i.e. a kind of traditional wine made of lontar liquid).



I was born in Timor Leste, but I am now an Indonesian citizen. My birth of place was a small village called Lachubar. It is a sub-district from Manatuto district, one of the most isolated areas in Timor Leste. That small town is surrounded by high mountains. So, imagine a huge bowl. Our village is located just at the very center of its lowest, internal part of the bowl.

I'm telling you the truth, Laclubar was very left behind when I was a child. In my childhood, you wouldn't find many luxurious houses. Some good houses dated back to the era of Portuguese reign. But they were no longer cared or maintained due to political and social unrests back to the 1999 referendum. During that period, along the roads, you could only find traditional houses made of bamboos or woods and the roofs were covered by coarse grass.

Back then, even though our houses were made of those traditional and local materials, we were very comfortable to stay in them. I remembered day after day I had to walk about 5 km to school without any shoes or any sandals through stony and muddy roads as you can see in the pictures. It was far from being modernized. In there also I got many unforgettable childhood moments.

My experience of joining SM-3T program had changed my perspectives. I thought that the place I was born, and the area where I grew up, were so bad. One of the SM-3T teachers, I was stationed in Mappi District, Papua Province. I was struck by the fact that Papuan children were far left behind in comparison to my own folks. Even their mastery of Bahasa Indonesia was still very poor. No matter how hard I tried to teach them English, they barely knew even few vocabulary. Once I offered a free English course outside of school hours, nobody showed up.

One of the heart-breaking experiences was when I learned that my students were absent from my class. I quickly learned that they were foraging for food. They lived in a temporary shelter, made by their own, close to the school as one big group. They did not stay with their own parents, so they had to find their own food.

Biographical narratives, where we set out our own personal narratives, serve a powerful way of learning. British anthropologist, Gregory Bateson (1904-1986), was found to have largely drawn his own personal, autobiographical pieces to include in his essays. Personal stories are inevitably an inseparable part of our human endeavor. Here are excerpts that I wrote to illustrate how I managed my own life.

Fourth step: All start from within

I do hold a belief that all things that we ask others to do will only become consequential when we demonstrate the capability of accomplishing the task. It is true that writing has been my passion. Writing personal reflections for the purpose of presenting in a public is an uneasy endeavor. It took me years and years of practice. The following is an example of my own personal reflection entitled *Seven painful stitches on the right forehead (September 15, 2015)*. It discusses an accident close to a burial ground. I shared the reflective note to all faculty members. Some sympathetic comments from my colleagues were so encouraging.

Five days before his eleventh birthday, Rio earned two things - which were so contradictory to each other by nature. The first was a fascinating one. His parents decided to buy him a Yamaha organ. After two years joining Pusat Musik Liturgi, Rio demonstrated a great progress in his musical skills. It was just natural that both his parents intended to give him a memorable birthday gift. The brand new organ is certainly not cheap. It's not difficult for Rio to get the message: his parents have made such a great sacrifice to get him the musical instrument. Rio has learned that his parents are not wealthy. His father is a college teacher whose salary is not that high. His mother is a full-time house wife. Thus, his father is the sole breadwinner for the family. In short, the birthday gift is of great value.

The second thing that Rio earned on that day was just the opposite to the first. It was one of the most painful things that he has undergone so far. The story goes like this. At four p.m. Rio and his daddy took their bikes. They were about to enjoy their prime time, i.e., riding their bikes around villages of their neighborhood. The first destination was the sculpture studio at the outskirts of Kadirojo area. It is currently preparing to build a 7-meter statue of Jesus. They sometimes visit to see how the statue progresses. They learned that the bronze-based statue will be taken to Maybrat, Sorong, Papua. When they reached the studio, it was clear that there wasn't any visible progress yet. They headed north, and then east. Neighborhood villages are always an amazement for them, especially after Rio started to enjoy riding a bike three months ago. This evening, they reached a new village called Bojan Somodaran. Both quickly noted a drastic change in their feelings upon leaving this village. They passed a concrete path leading to a bridge over a river.

Shortly, they reached Kedulan Temple. They spent about half an hour to study the site. The Hindu temple was filled with mud and sand a thousand years ago. The temple complexes are filled with at least four independent temples. It was a joyful moment for both of them. They learned from a security guy in charge. The site was discovered in 1993. Unfortunately, time seemed to speed up on that evening, especially when you enjoy your time. The sun was quickly hiding on the horizon. It was getting dark. They rushed back. The journey back home to the south was an easy one. The landscape of the area

allows them to enjoy effortless riding. The northern part of Yogyakarta is higher than the southern.

About two kilos from home, Rio's daddy offered him to take a lead. Rio has been familiar to the neighborhood. He must have known the route to get home. He agreed. Then, Rio was in front. His daddy was behind. In less than three minutes, such a decision turned out to be a disaster. The incident took place quickly. Rio sped up, wildly swerving to the left and the right. He seemed to be overjoyed! The diameter of his bike wheels is pretty small, making the bike slipped easily. That was what happened. He crashed! It was getting dark. At their right, flowing water into man-made ponds made soothing sounds. At their right, dark tombstones silently sent a strong sense of fear. Yes, it was maghrib, and it was just right to the spooky area: Tundan Burial Ground.

Rio landed harshly on the hard asphalt. His glasses broke. The wound on his right forehead was quickly visible. It was so painful to watch him. The blood flew from the wound. His tearful eyes told how painful the wound was. His daddy was speechless. It was easy for him to realize that it was his own mistake that had led to this accident.

"The kid is amazingly cooperative," the young female physician told Rio's parents after she finished stitching the wound. "He is so cute, so different from other kids of his age. I made seven stitches, and all of them were well-done."

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TEACHER TALKING TIME AND STUDENTS TALKING TIME IN ENGLISH FOR ACADEMIC PURPOSES CLASS

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Abstract

In order to achieve 4C's (communication, collaboration, critical thinking and creativity) in the 21st century, the interaction between teacher and students in class is considered important. The duration of talking between these two interlocutors becomes a popular topic or study. It focuses on what so-called Students Talk Time (STT) and teacher talk time (TTT). In general, STT mostly appear after receiving input from the teacher. The relationship between STT and TTT is important because it gives time and space for students to elaborate their ideas, thoughts or any opinions they have in the context of student centered learning. Thus, the 4C's concept as promoted in the 21st century learning can be well accomplished. This study investigated the portion and the relationship of TTT and STT in an English for Academic Purposes (EAP) class. Descriptive qualitative approach was applied in this study to understand the frequency of TTT and STT; the data were collected through observation, video recording, and interview. The interview was conducted to identify the dominant and less-dominant TT and ST. Results showed that STT is more dominant than TTT in the EAP classroom. Furthermore, STT can be effectively produced if there is an effective trigger from the teacher in the classroom.

Keywords: students talk, teacher talk, teacher talking time, students talking time, classroom interaction

Introduction

In a language learning process especially in English Language Teaching (ELT), the role of students in teaching and learning activity is important. It is as important as a teacher's role in teaching. However, the role of students is not as dominant as the role of a teacher in classroom, especially in relation to the proportion of talking time. In the first research of teacher talk, Chaudron (1988) found that teacher dominantly talked with the proportion around 60% or more. In addition, the research from Legarreta (1977) as quoted in Chaudron (1988) stated that the analysis of teacher talk and students' talk using the Foreign Interaction Analysis System (FLint) found that teacher dominantly talk in the classroom around 70-89% and students only talk in the classroom around 11-30% in English classroom. The study of teacher talk and students talk has been developed for years. In the EFL context there are some studies developed to analyze the amount of teacher talk and students talk in EFL classrooms. For example, the research from Sakoda (2002) found that the amount of teacher talking time (henceforth: TTT) in listening class was about 53% and TTT in speaking class was still about 52% in one lesson. It shows that the amount of TTT is bigger than students talk time (henceforth: STT), even though in the speaking class students are expected to speak more than other classes. In other words, the proportion of talking in English

class has been mapped out. In Indonesian context, TTT and STT have been highlighted in some studies. Asmara (2007) in his study about classroom interaction found that the amount of teacher talk (TT) in Indonesian classroom is still high; the proportion was about 61-65%. On the other hand, the proportion of students talk (ST) has been discovered only 15-27% in English classroom.

In the 21st century learning, having a strong communicative skill (as one of 21st century skills) is necessary. The skill is needed by language students to adjust themselves to changes as well as challenges appearing in the 21st century. Additionally, The Partnership for 21st century skills (2009a) has defined some skills in learning and innovation in 21st century, such as creativity and innovation, critical thinking and problem solving, and communication and collaboration. 21st century learning focuses on learning where there is more students' active role rather than the teacher's dominant control. In ELT classroom, a representation of activeness of students can be seen from students who talk more than the teacher does. In such a class, students have bigger role in a classroom and they are indicators of success or not in a lesson presented by the teacher. In 21st century, it can be stated that students-centered learning is one of the important things because it is the base for developing students' ability in communication and collaboration. It can be achieved by engaging students to talk more to communicate and collaborate more in classroom.

Jones (2007) has defined that students have bigger role than teacher does in classroom because students are the center of lesson and the teacher's is to facilitate students to achieve lesson's objective(s) without being the only source of information. In students-centered classroom, the class and all learning process is focused on the students. Although teacher still has an important role, but she/he is not as a "spoon" of learning, because if teacher only does "spoon-feeding" to students, they will never experience anything (Smith, 2008). In addition, Jones (2007) has stated that to assure students' active involvement it is necessary to make them more resourceful and independent by providing and facilitating them with clear instruction and supervising them during the classroom activity.

In achieving communication and collaboration goal in the classroom, the amount of students talk is very crucial and important in the classroom. The amount of students talk (STT) has the effect in language acquisition (L2) for foreign students who learn second language. STT is important for foreign students who learn about English as a foreign language because through the large amount of STT students can explore themselves to produce the target language. In addition, it can be used to evaluate the input that the teacher has been producing and students can create a creative output after they get the input from the teacher (Chaudron, 1988).

Chaudron (1998) stated that the time of explanation and giving instruction by teachers in the English class has a crucial role in the classroom and it implements the communication skill that is a goal in an English classroom. In 21st century context, it is more crucial because the learning process focuses on the students, well known by many people as students-centered learning. For example if a teacher gives too much time to explain the material and does not give clear instruction to his or her students, the result might be out of expectation. Therefore, having good time management in the class and giving a clear instruction are

important in dealing with the amount of teacher talk. On the other hand, communication skill can be achieved by having a good classroom interaction between teacher and students in the class and by creating large amount of students talk.

One aspect that influences STT in the classroom is the TTT. In addition, “TTT should be allocated to relevant interactions between the teachers and students” (Davies, 2011). Well-prepared teacher talk that creates small amount of TTT in the classroom can increase the production of students talk and the STT will be increased. A good classroom management especially in explaining material and giving clear instruction directly affect the amount of students talk (STT). STT is one indicator that can affect students to effectively communicate and collaborate among themselves in English classroom.

In relation to the topic of this research, there are two research questions being administered. They are set out as follows:

1. What is the proportion of Teacher Talking Time (TTT) and Students Talk Time (STT) in an English for Academic Purposes class?
2. What types of Teacher Talk (TT) and Students Talk come up in English for Academic Purposes class?

Research Methods

The study used a descriptive study, which employed a qualitative approach to describe the actual situation of the categories. Furthermore, a descriptive study does not need any preliminary hypothesis prior to the study. (Lichtman, 2010). The data analysis only focuses on the data that is taken from the field (interview, observation, questionnaire, field note, etc.).

The qualitative approach was chosen because it focuses on the particular or distinctive field (Heigham and Crocker, 2009). This study analyzes deeper on the phenomenon that appears in the particular field and focuses on the object (problem) rather than the number of subjects (participants). In this study, qualitative approach was chosen because it is suitable to analyze the particular phenomenon in an English classroom, especially about classroom interaction, more specifically it focused more on analyzing Teacher Talking Time (TTT) and Student Talk Time (STT). This study also wants to look at the type of Teacher Talk (TT) and Students Talk (ST) from the dominant into the least dominant one. In the end, those two categories were analyzed based on related theory (Lichtman, 2010). In this study, the theory that is used to analyze the categories is the theory from (Moskowitz, 1971, p. 213) as cited on Allwright and Bailey (1991) named Foreign Language Interaction (FLint) Analysis System.

Population and sample

The subject of the study is a group of student in an English for Academic class at Sampoerna University. The main reason why the researcher choses the population is because English is used as a means of communication in most classes at Sampoerna University and the big proportion of Academic English offered in all faculties. Students produce their academic report and assignments in English and the language is usede actively both inside and outside the class.

The purposive sampling was employed to define the sample of the research. Purposive sampling is a form of non-probability sampling that is used to set the research participants based on certain type needed (knowledge, experience, research issue, etc.) that suits with the problem of the research to be found (Ary, Jacobs and Sorensen & Walker, 2008). In addition, purposive sampling is chosen by Creswell (2008) to define when individuals are selected to participate in the study are the people, which have an appropriacy with the study, the participants were chosen to get the deep and relevant data for the validity of the study.

Then, English for Academic Purposes (EAP) class is chosen because the class uses English as language in the lesson and the students and teachers are required to speak English more; EAP class also uses the active learning method, which focuses on the students (students-centered) and that engages students to talk more. EAP class also encourages students to be the ‘user’ of the language and not only the ‘learner’.

Research procedures

In conducting this study, some procedures of research will be formulated. First, the researcher identified an issue in language learning from problem that will be highlighted in this study. From the issue, this study formulates some research questions (RQ), objectives of the study and significance of the study. When the background of this study was formulated, then some theories were used as the foundation to analyze the data. After that, this researcher designs a research methodology by identifying types of research, categories of research, operational definitions, population and sample, data collection, techniques and instruments, data analysis and research procedures.

Findings

The percentage of Teacher Talk Time (TTT) and Students Talk Time (STT)

Table 4.1. The duration of TTT and STT in four separate class observations

TTT and STT in EAP Classroom				
Meeting	Meeting Duration	Teacher Talk Time (TTT)	Students Talk Time (STT)	No Talk
	(In minutes)			
1	50:29:00	18:32:00	30:02:00	01:55:00
2	43:42:00	12:57:00	27:00:00	03:45:00
3	52:42:00	14:22:00	17:55:00	20:25:00
4	47:37:00	10:17:00	08:36:00	28:54:00
Sum	194:30:00	56:08:00	83:23:00	54:59:00

From the above table, the percentage of teacher talking time (TTT), students talking time (STT) and no talk are illustrated as follows: In the first and second observations, the amount of students talk time (STT) is more dominant rather than the other two types of interaction with 57 minutes and 2 seconds, which are teacher talk time (TTT) only has 31 minutes and 29 seconds and no talk only 5 minutes and 40 seconds. However, during the third and fourth observations, the

percentage of no talk time becomes more dominant compared to teacher talk time (TTT) and students talk time (STT) with 49 minutes and 19 seconds.

Based on the four observations that have been conducted in EAP class, the lecturer uses the time for talking quite much, on average the teacher used 28% of the four observed classes to talk. However, the percentage of TTT was given less amount compared to the time that she gave to students to talk (STT) in the classroom. After the observations, during the first three sessions, the amount of STT is higher than the amount of TTT. The lecturer gives more time for discussion and let them finish the activities in the class in pairs or groups. In all four observations, the variety of activities was seen as conducted in-group work especially in the main topic and objective that deal with the language skills. In addition, the lecturer said in the interview that she wanted the students to speak more during class. In addition, the task was given in pairs or groups because she also wanted to make students talk and interact with their peers rather than complete the task individually.

Furthermore, the lecturer explains that the proportion of TTT and STT or even no talk in the classroom also depends on the objective of the lesson itself. The objective was that every lesson focuses on the language skills e.g. listening, reading comprehension, etc. During the first and the second observation, the objective were speaking and reading, but the lecturer required the students to do it in pairs and in groups because like she said previously in the interview that she wanted to emphasize students' ability in speaking and to require students to interact more with their peers. For example, in the first observation, the lecturer gave time to students to discuss in pairs the importance of money in their lives. This made students become more productive in sharing something with their friends. However, in the third and fourth meetings the frequency of 'no talk' was increasing because the focus of the lesson is to review and to prepare for the final test. In the last two meetings, the teacher wanted to improve students' skill in listening and reading and it did not need lots of time for discussion or group work. The focus was the individual ability to listen and comprehend certain information from listening and reading. Therefore, STT and TTT were not only about the frequency of talk produced by teacher and students in class. It also depends on which skill and focus of lesson to be achieved.

Type of Teacher Talk (TT) and Students Talk (ST) in the classroom

The amount of teacher talk (TT) and students talk (ST) based on the category of Foreign Language Interaction (FLint) Analysis System (Moskowitz, 1971) as cited in Allwright & Bailey (1991) will be described in table 1.2.

Table 1.2. TT and ST in EAP classroom observed based on FLint Analysis System

Frequency Table of TT and ST in EAP Classroom															
Meetin g No.	Teacher Talk												Student talk		
	Direct Influence						Indirect Influence								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	20	9	16	1	4	2	3	5	2	3	4	36	45	23	20

2	61	7	28	1	4	9	8	5	1	13	15	61	62	55	15
3	55	9	31	0	8	11	9	11	3	3	15	55	99	47	18
4	33	8	12	0	0	6	2	10	1	7	22	64	39	64	10
Sum	169	33	87	2	16	28	22	31	7	26	56	216	245	189	63

From the above illustration, the amount of teacher talk (TT), students talk (ST) and “no talk” features were illustrated from the four separate observations of EAP classroom conducted. In the table above, the data consist of teacher talk (TT) from category 1-6 (direct influence) and category 7-12 (indirect influence) and for the students talk (ST) are in the category 13-15. The last row of the table shows the total frequency of each type of TT and ST in four observations.

The description of TT and ST were categorized by the Foreign Language Interaction (FLint) Analysis system. It covers direct and indirect influence of teacher talk and student talk. Direct influence means the type of TT that directly stated by the teacher for giving certain things to students that does not need any specific responses. On the other hand, indirect influence refers to the type of TT that needs more specific responses from the students as initiated by the teacher. The category (1) in the direct influence is giving information, (2) is correcting without rejection (3) is giving direction, (4) is direct pattern drilling, (5) criticizing students behavior, (6) criticizing students response. In the indirect influence category (7) is dealing with feeling, (8) is praising or encouraging, (9) is joking, (10) is using the ideas of the students, (11) repeating students’ response and (12) asking questions. Furthermore, the type of ST is also classified into 3 categories that focused on the students’ response in the classroom. In the ST, category (13) is student(s) response, specific, (14) is students’ response, and choral and (15) is student(s) response, open-ended or student-initiated.

From the four observations conducted, the types of TT which are dominant based on the frequency of appearance in the observations in category 1 (giving information) and category 12 (asking questions) with the most dominant TT is category 12 (asking questions). In addition, the less-dominant TT is in category 4 (directing pattern drills) and category 9 (making jokes) with the least-dominant TT is category 4 (directing pattern drills). On the other hand, the most dominant ST is in category 13 (students’ response, specific). In addition, the least dominant of ST is in category 15 (students’ response, open-ended or student-initiated).

From the interview conducted with the lecturer, she believed that by giving information and asking questions, learning language will be not merely about how the language is being constructed but also how to use the language through sharing and speaking. The lecturer, in the interview, follows the previous statement with the phrase ‘meaningful learning’ it means that communication is the way we learn more language rather than only learning about some theories and structure of the language itself.

The students’ talks (ST) from category 13-15, cover students’ response which are, specific, choral and open-ended or student-initiated. They also have various numbers of frequency in the second meeting recorded. Based on figure 4.4, the most dominant ST is described under the category (students’ response, specific) with 62 times appearances in one meeting. It was the same with the first

meeting, where students response in specific (limited) range come up as the most dominant ST in the class because the students tend to respond to the lecturer's questions or instructions with limited words that related with the topic discussed. From the interview with the lecturer, that type of ST comes up as the most dominant talk because it is about the topic that students are not familiar with. In addition, the type of ST comes up as the dominant ST because the lecturer said that the input that she gave was based on the need of the lesson, which is discussing the topic together with students (as a whole class). Therefore, the response that comes up is the type of ST category 14, which is the response that is followed by students in choral (represents the whole class). On the other hand, she also said that the discussion assigned is based on the variety of classroom activities so all students can collaborate more.

Discussion

The Analysis of Classroom Interaction in EAP Class

During the observation, teacher talk time (TTT) and students talk time (STT) have been identified and analyzed based on the general amount of TTT, STT and no talk from the theory of Brown Interaction Analysis System (BIAS). In BIAS, the time for teacher talk is classified into three categories (1) is teacher lecture, (2) is teacher question and (3) is teacher response. Furthermore, in BIAS, it also analyzes students talk that is classified into three categories (1) is students respond directly, (2) is students respond voluntarily and (3) is choral. In addition, in BIAS, it also examines two other categories that include the classroom talk, which are (1) is tape time and (2) is silence time.

The description of TT and ST is categorized by the Foreign Language Interaction (FLint) Analysis system. It covers direct and indirect influence of teacher talk and student talk. Direct influence means the type of TT that is directly stated by the teacher for giving certain things to students that does not need any specific responses. On the other hand, indirect influence refers to type of TT that needs more specific responses from the students as the initiation of the teacher. The category (1) in the direct influence is giving information, (2) is correcting without rejection (3) is giving direction, (4) is direct pattern drilling, (5) criticizing students behavior, (6) criticizing students response. In the indirect influence category (7) is dealing with feeling, (8) is praising or encouraging, (9) is joking, (10) is using the ideas of the students, (11) repeating students' response and (12) asking questions. Furthermore, the type of ST is also classified into 3 categories that focused on the students' response in the classroom. In the ST, category (13) is student(s) response, specific, (14) is students' response, and choral and (15) is student(s) response, open-ended or student-initiated.

For example, in this section, the two types of activity are examined to discuss deeper about the TTT, STT, TT and ST in the form of classroom interaction conducted by the teacher. In this section, the TTT and STT produced will be analyzed based on the activity in the classroom and some related theories. In the first example, it was taken from the first observation that the skills focused of the class are reading comprehension and speaking. The first activity to be discussed is the making mind map activity that was conducted before the lesson in

the class began. In this activity, teacher asked students to make mind map as the homework based on the article that they read before. It becomes interesting to discuss about classroom interaction focused on the TTT and STT in this activity because usually mind map is used by the teacher to check students' understanding about the topic by creating mind map and pointing important ideas in the topic. However, in the first observation it is found that mind map can be assigned as homework for students to improve their ability in understanding a new topic in a passage or an article.

Sakoda (2002) stated if TTT is used by the teacher in classroom/academic purposes that presented on BIAS theory, that TTT includes the time of lecture and giving instruction in the class. In this activity, the instruction given by the lecturer is quite short because creating mind map activity is a common task in this classroom. In the explanation above, there is an instruction given by the lecturer in the class. From the instruction, it is seen that the lecturer often assigned mind map making, as heard in this instruction "...and before I forget about this one, so you need to give me another mind map for next week." From the instruction given, it is also clear that the lecturer gives the homework in a group to be completed in one week, and that students are evaluated by the organization and the design of the mind map created. There is one interesting thing in this activity when the lecturer also include "so if I give you more time at home I hope that you will do better". It means here, the lecturer wants to give more time than the usual time given for students to create a better mind map that meets her expectations. According to FLint Analysis System, the instruction also deals with the students' motivation by using the word "hope" so they create a better mind map. The instruction was also used to increase intrinsic motivation to create the experience in using the language through mind map created (Choudhury, 2005).

Besides the instruction given, before the lecturer gave the explanation about the mind map task as homework, she spent time to interact with students especially in allowing students to ask about the task given. In the interaction session, the lecturer said "for next week, so please give it to me next week. Do not give me a smile next week, OK? Not the smile but the paper okay" and students all laughed after the lecturer said that thing. The lecturer, in this context, has proven the real interaction that Rivers (1983) as cited on Choudhury (2005) claimed that "Real interaction in a classroom requires the teacher to step out of the limelight, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate." The lecturer here is also great in reminding students to bring their task to the next meeting in another way, which, if based on the FLint analysis system, is joking (category 9). From the interaction, it is seen that the lecturer is good in encouraging students to interact more and it deals with the interactive class that starts with the lecturer who is able to initiate the interaction (Choudhury, 2005).

In the second example, it was taken from the second observation where the lesson was focused on speaking and writing skills. This second observation became interesting compared to the first observation because in this observation, the mind-map making activity was conducted in class, not as homework. In this

observation, the lecturer gave a writing activity to students by assigning the mind mapping activity in class. Sakoda (2002) stated that in BIAS teacher talk time includes teacher lecture (TL). Teacher's lecture here included the way she gave information and instruction to students in doing certain activity or task. In this observation, the lecturer gives the instruction very clearly and concisely because the mind mapping activity is a common activity that the students are used to doing. The teacher was only giving example of a mind map that she expected students to make by giving instruction as follows "...so this is what you can ... (show the example of mind maps) done too, ya..." The instruction given is aimed to give students real example of the task that they should follow and do.

This mind mapping activity was given to the students as a group work so students can finish it together as a group. Group work is assigned in the class because Brown (1994) in Choudhury (2005) stated that a group work "...is a generic term covering a multiplicity of techniques in which two or more students are assigned a 'task' that classes involves collaboration and self-initiated language." Mind mapping is assigned to students to work collaboratively together and create a product of their understanding toward a certain topic discussed. In making a mind map, the interaction among students is needed because students have to communicate effectively to deliver their ideas in creating mind map. Mind mapping activity here is good because like Hall and Wash (2002) stated that the classroom interaction is also the way teacher and students construct a body of knowledge of the lesson in the class through interaction between one and each other.

After the lecturer gave the instruction to the students, the lecturer opened the questions and answer session to the students to check whether students have understood the instruction given or not. In the interaction session, the lecturer mostly checked students' understanding in saying "Okay?" in every instruction that she gave to the students. In the instruction given, indeed the lecturer did not give specific time for Q & A session, which took a long time. The lecturer tends to give instruction and checks students' understanding at the same time. Choudhury (2005) stated that teacher's different questioning strategies might be either helpful for or inhibiting of communication in classroom. From the response of students with "Ya or OK" in the observation, it is considered that the way the lecturer gives instruction is on target because the students were able to understand the instruction well and the students, in the end of the lesson, were able to submit the mind map based on the instruction given. (Hall and Wash, 2002) said that classroom interaction is the primary indicator that the accomplishment of learning in the class is already achieved. Based on the observation in the class, the interaction that was created has successfully helped the teacher and students to create a good class.

Conclusion

Regarding the research questions, there are two main conclusions derived from research the findings and discussion in the previous chapter. First, Brown's theory (1975) called Brown Interaction Analysis System (BIAS) revealed the issue about students talk time (STT) which often appear if there is no tape time

(Tp) and silence (Sc) in the class. STT involves students talking more in the lesson. Based on the observation, the teacher aims to encourage students to use their speaking skill through sharing their ideas toward the topic discussed. Referring to the interview with the teacher, she said that she gave much time for students to talk because she wanted to engage students more in communication and collaboration in the classroom. In addition, the lecturer also stated that students need to think critically and express their creative ideas. In this class, she said the focus of her class is to use the language in a whole package not only to learn the structure of the language itself.

Teacher talk time (TTT) also shared an important contribution to initiate interactive STT by giving some challenging questions to the students and to encourage students more to think critically and creatively to share the ideas that they have related to the topic discussed. Through effective questioning, teacher can encourage students to share the information that they know about the topic discussed. Furthermore, the teacher should initiate more questions to elicit students' response that use the elaboration of their ideas, thoughts or opinions.

Second, the theory of Foreign Language Interaction (FLint) Analysis System identifies teacher talk and students talk in the classroom. In the findings and discussion, it is stated that teacher talk and students' talk had various proportion based on the categories mentioned in the FLint analysis system such as when the lecturer asked more questions (category 12) and gave some information (category 1). Furthermore, the students' response-initiative (category 13) and students' response-choral (category 14) have also appeared in various frequencies. In the findings, it shows that the most dominant type of teacher talk is giving questions to the students. In TT, when teacher asks questions became the most dominant TT because the teacher wanted to give students a chance to express their thoughts. On the other hand, the response from the students was still strongly influenced by ST. It appears because as the lecturer said on the interview that students are not familiar with the topic and their cognitive competence is limited. Thus, to produce an interactive class, which focuses on student-centered activities, it is necessary for the teacher to provide some trigger questions.

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CRITICAL INCIDENTS AND INTERCULTURAL COMPETENCE IN ENGLISH EDUCATION SETTINGS: A CASE STUDY OF WESTERN ENGLISH LANGUAGE TEACHERS IN INDONESIA

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Abstract

This study explores the intercultural encounters discovered by some western English language teachers who are working or have worked in Indonesia and how they have developed their intercultural communicative competence (ICC). Coming from western countries with different cultural systems and values, they have discovered intercultural encounters in various settings. This study illustrates how they reflect on intercultural encounters, from being curious about the perspectives of the other culture, identifying areas of misunderstanding, mediating between conflicting interpretations of a particular phenomenon, until they are able to utilise their intercultural knowledge and skills in real-time communication. From their encounter, each teacher has identified the key starting point to develop one's ICC: the attitudes (*savoir etre*) of being curious, open and ready to 'suspend disbelief about other cultures and belief about ones' own'. In the end, this study allows me to produce a series of critical incidents in teaching in Indonesia.

Keywords: intercultural communicative competence, English language teaching, intercultural encounters, critical incidents

Introduction

The aim of this study is to develop an intercultural training resource for western English language teachers coming to work in Indonesia. A great amount of research has been conducted in the area of English Language Teaching (ELT), especially in the relationship between language and culture. Agar (1994) attempted explaining the link in his well-known term 'languaculture'. Language, as he describes, constructs a world of meanings. Language is not just about words and sentences. It is rather a discourse, the linguistic practice of the language's semantics (*langua*). When the meanings are attached and they go beyond what the dictionary and the grammar propose, the other term is then defined (*culture*). Culture can be construed when an individual is aware of differences. Language occupies the gap between individuals with sound while culture shapes the connection between humans through meanings (Agar, 1994 cited in Risager, 2006).

Coming from such an argument – that language and culture are linked to each other – a number of other scholars proposes pedagogic models in ELT that involve communicative competence. One of the early models, introduced by Canale (1983) and cited in Celce-Murcia, Dornyei & Thurrell (1995), focused on four competencies: grammatical competence (grammatical rules, vocabulary, pronunciation, spelling and other knowledge of the language code), sociolinguistic competence (correct application of the vocabulary, politeness and other sociocultural code in a given circumstance), discourse competence (the ability to combine language structures into various kinds of cohesive texts) and strategic competence (the knowledge of verbal and non-verbal communication strategy). Byram (1997) moved forward by recommending his influential model of intercultural communicative competence (ICC), that includes skills of interpreting and discovery, knowledge, critical cultural awareness and attitudes. Byram

(2012) suggested that intercultural competence is also important in pedagogy to help teachers and students identify what is needed to be taught and learned.

Furthermore, much research in this area seems to focus on the students' performance and neglect some factors that might influence the teachers' role in teaching and their professional development. Baker (2015) criticised the teacher training and teaching materials that sometimes lack intercultural competence. On the other hand, as the ELT grows significantly in non-English speaking countries such as in China and Indonesia, the demand for native English speaking teachers (NEST) has also increased.

Thus, it would be beneficial to understand the complexity which teachers experience in their day-to-day activities. Through this study, I aim to answer these following questions:

- a. What types of intercultural encounters that the western teachers have discovered whilst teaching English in Indonesia?
- b. After the encounters, how have the teachers developed their intercultural competence?

The Autobiography of Intercultural Encounters (AIE) framework, established by the Council of Europe, will be used as a kind of a need analysis instrument to explore intercultural encounters that have been discovered by western teachers who are currently teaching or have taught English in Indonesia. Byram's (1997) model of intercultural communicative competence (ICC) will ground the analysis of how the teachers have made use of the encounters to improve their intercultural competence. Subsequently, each intercultural encounter will be analysed in order to determine whether the incident is relevant and provides potential practicality in English education context in Indonesia. A framework of critical incidents will then be established. Flanagan's (1954) critical incident technique and some other literatures in critical incidents (Tripp, 1993; Farrell, 2004) will guide the evaluation.

In the end, a small booklet of critical incidents in teaching English in Indonesia will be produced as the outcome of this study. I suggest that institutions that work in ELT area in Indonesia and hire western English teachers should consider using this booklet as one of their training resources. Individuals (western English language teachers) who are intending to work in Indonesia would also benefit from this study by reflecting on each critical incident to help them develop their intercultural competence.

ELT and the western hegemony in Indonesia

According to Kachru's (1992a) three-circle model of world Englishes, Indonesia lies in the expanding circle of the spread of English. In the expanding circle, explained by Kachru (1992a), English serves as a foreign language (EFL). The use of English in the outer and expanding circles is often influenced by the local histories, literary traditions, pragmatic background and communicative norms (Xiaogiong & Xianxing: 2011).

English was first officially taught to Indonesian learners in middle schools in 1914 (Lauder, 2008). In that period of time, Indonesia was still occupied by the Dutch. Education could only be accessed by few indigenous Indonesians. Thus, English never operated as a medium of communication.

In the last few decades, the need of English education in Indonesia has grown significantly. A larger number of people consider English essential (Gunarwan, 1998 cited in Lauder, 2008). In business, education, politics and media, English has played a substantial role. It could account one's social status. As Gunarwan (1998) noted, English asserts prestige and symbol of modernity and sophistication. The need of English goes hand in hand with the development of ELT in Indonesia. The fact that English has been a compulsory subject in Indonesian middle and high schools (Larson, 2014) and the

growing number of schools with international standards that require high competency of English have made the ELT in Indonesia cultivate. As the population has almost reached a quarter of million people, there are a huge number of students. In primary schools, for example, Hamied (2012) indicated that there are approximately 30 million students to manage, whereas there are more than 18 million students in secondary schools and 4.5 million at the higher education.

However, Hamied (2012) noted that Indonesia is still lacking competent English teachers. Hawanti (2014) when investigating the English knowledge and beliefs of some primary school teachers in Indonesia found out that the teachers rely mostly on textbooks. The existing knowledge of English of the teachers is not well developed. Some textbooks in the market, on the other hand, are not adequate enough and it results in the low quality of ELT in some primary schools in Indonesia (ibid).

One of the ways to overcome this problem, as I have noticed, is that there have been a few teacher exchange programmes that bring English teachers from English speaking countries to Indonesia. Some language centres specifically hire teachers from English speaking countries. This has vaguely created an impression that English would be learned better from the native speakers of English. It also suggests a fundamental misunderstanding in assuming that all citizens of all those countries are native English speakers and have a privilege to teach English.

Byram's model of ICC

Byram's well-known model of intercultural communicative competence (ICC) has been able to establish a strong connection among language, education and culture. Byram's ICC model has been able to move forward from the traditional concept of communicative competence in language learning, which focuses only on the linguistic and functional area to raising awareness of intercultural dimension in language teaching and learning process (Porto, 2013).

Byram's ICC model consists of five *savoirs* – dimensions of knowledge, skills and attitude. The first *savoir* is the 'knowledge of social groups and their products and practices in one's own and one's interlocutor country, and the general processes of societal and individual interaction' (Byram, 1997 in Arevalo-Guerrero, 2009).

The second category, *savoir comprendre*, refers to 'the ability to interpret a document or event from another culture, to explain to it and relate it to documents or events from one's own' (ibid). The next type of skills is *savoir apprendre/faire*, which relates to 'discovery and interaction: ability to require new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction' (ibid).

Byram's ICC model also covers the attitude towards differences in other cultures. *Savoir etre* (intercultural attitudes) explains 'curiosity, openness and readiness to suspend disbelief about other cultures and belief about one's own' (ibid). Last but not least, *savoirs* engager displays 'critical cultural awareness and political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries' (ibid).

Intercultural encounters and critical incidents

Kramsch (1998) indicated that an intercultural encounter takes place when individuals, pervaded by different cultures and perspectives of the world, mediate their 'cultural and social identifications and representations'. In this study, I believe that the western English language teachers, as they come from different cultures and different

view of the world, have had intercultural encounters while interacting with students or colleagues in Indonesia.

We may then define an intercultural encounter as a critical incident when it provides potential practicality and the consequences can be seen moderately clear. To classify what a critical incident is, Flanagan (1954) proposed the following elements to consider: general aims, plans and specifications, data collections, data analysis and data interpretation and report.

The way the teachers critically reflect on the incident, their attempt to relate the event to their existing knowledge or perspectives of their own values and how they respond to the incident will determine how they develop their intercultural competence. In this study, I would define a critical incident as an event in which an intercultural encounter takes place – it involves people (more than one person) from different cultural background and it makes one think about or question the cause of the incident. It will then help them develop their ICC.

Research Methods

The Autobiography of Intercultural Encounters (AIE), presented by The Council of Europe (online source) is used as a kind of a need analysis instrument to collect adequate data. The AIE itself is a continuum of the intercultural project carried out by The Council of Europe. The elements which build one's intercultural competence (attitude, feelings, behaviour, knowledge, skills and action) are captured in the AIE framework (Bonta, 2011). Each element of Byram's ICC model is also represented in the framework.

The adopted AIE framework (available in Appendix 1) has been sent to potential respondents. They are western English language teachers who are currently working or have taught English in Indonesia in the last three years. In this study, the term 'western English language teacher(s)' is used rather than native English speaking teacher(s) / NEST. The term 'western' is preferred in this study to show that the teachers are wired with noticeably different cultural values or systems which may clash during the encounter. The systems may include ideologies, perceptions, beliefs and daily practices. This study will focus on the teachers coming from the countries of which many Indonesians may perceive as 'western'. It could include what Kachru (1992a) classified as inner circle countries in terms of world Englishes (USA, UK, Australia, Canada and New Zealand). This study, however, would not neglect some other countries, such as Ireland and South Africa, which may be characterised as western in the eye of some Indonesians.

Findings and Discussion

Five western English language teachers with teaching experience in Indonesia have participated in this study. Four of them are still teaching in Indonesia when this study is being conducted while the other one had left Indonesia two years before. However, I am going to focus on two incidents that took place between the western teachers and their colleagues. The remaining will be included in the handbook in the appendix.

"All the staff hate me": Emotional display and dealing with underperforming subordinates

The first participant, Sean, had been working in Indonesia for ten years. He had been the Director of Studies of a private English language centre in an outskirt area of Jakarta. As he described, he had been through several intercultural encounters and he was

willing to share some bits of advice about teaching in a foreign country and dealing with cultural differences. He might have had vast cultural knowledge which could make him a credible source of advice for others.

It was three months after he started working in Indonesia when a younger member of his staff repeated the same mistake. Sean raised his voice and told the staff that her performance was not acceptable. The staff burst into tears. Sean was then summoned by the centre manager as the result of his action.

At the time of the encounter, Sean might not have had enough knowledge (*savoir*) about how to deal with Indonesians. He assumed it was fine to display his emotions when his staff had repeatedly made the same mistake. Sean was not aware that this kind of practice may not work in the same way in Indonesian culture. He presumed that Indonesians were quite more 'westernised' than Chinese (as he had worked in China before) and displaying strong emotions when such an incident happened was acceptable. When the incident happened, he might have forgotten some cultural elements that the other people may have.

For the junior staffs, it might have been their first work experience and they may not have been exposed with such strong criticism. As the staff was female, it may have threatened her when Sean raised his voice. While for Sean it was a common practice, the Indonesians may handle criticism in a different way.

What is interesting to see is how Sean had developed his intercultural competence from this encounter through several steps. He was curious to seek and discover the other people's understanding or perspectives of this incident. He exhibited the attitude (*savoir etre*) by being aware that this phenomenon (handling criticism and displaying emotions), that might be common in his own culture, may not be understood in the same way by the Indonesians.

Furthermore, Sean was able to develop his *savoir apprendre/faire* by 'questioning another informant'. By gathering information from other informants, Sean was able to elicit new concepts or values of the Indonesian culture regarding the phenomenon. It then enabled him to 'identify similar and dissimilar process' of handling criticism and emotional display in work environment in Indonesia, both verbal and non-verbal.

By the 'readiness to suspend disbelief' about Indonesian cultures and belief about his own (*savoir etre*), Sean gained a better understanding about 'the conventions of communication and interaction' and 'the unconscious effects of non-verbal phenomena' (as another element of *savoir*) in Indonesian settings. He learned that in an Indonesian office setting, the managers who display strong emotions were regarded as poor leaders and unable to motivate their subordinates without resorting to fear. Sean learned that critiques should not be addressed directly to the staff who had made mistakes because it may create a great offense. Rather, critiques should be implicit and emphasis should be given on the solutions to the problems and how to avoid the same mistakes. This experience had helped Sean acquire new knowledge of this cultural practice.

Sean was then able to operate this knowledge, attitude and skills in daily communication and interaction (*savoir apprendre/faire*) with his colleagues at the English centre he had been working. He had managed to identify the causes of misunderstanding and dysfunction and 'mediate between conflicting interpretations' of emotional display at work (*savoir comprendre*). Although in the beginning Sean was angry about the situation, he then apologised to the staff member and began to work harder to control his emotional display while on the other hand being critical of his subordinates' work. What Sean did after the incident and all the process he had been

through until he came to that point had shown that he had been able to develop his intercultural competence and learned from the encounter.

The incident had helped Sean change his approach to his subordinates, especially when he needed to criticise their underperforming work without being offensive or too strong on his emotional display.

“An unexpected work day”: Different expectations and communication styles

Jake (40 years old) was born in Brazil but had lived in the US and he is now a US citizen. Before working in Indonesia, he had spent many years outside the US working with educational programmes and projects. He considered education an important part of his life.

Jake had served as an English Language Fellow (a programme initiated and sponsored by the US Department of State) and taught at a state university in Pekanbaru, Riau since August 2013. Jake named the encounter ‘An unexpected work day’.

“A few weeks after my arrival, one of my co-workers invited me to visit a nearby village. When he invited me, he mentioned he wanted to introduce me to different places in the province and to the culture and food of people who live in the countryside. However, I later found out (after having arrived there) that he provided English language services to schools in that town/village, and his real goal (according to my interpretation of the events afterwards) was to take me to the schools to which he provided services in order to have me speak with students and meet with faculty. I felt that my presence there served mainly to boost his services and make him “look good”. ”

In the beginning, Jake was surprised and disappointed by his co-worker’s indirectness and different intention. Pekanbaru is not a big city and there were only quite a few foreigners. The occasion turned up to be special for everyone attending. Jake noticed that having a foreign company made his co-worker ‘look good’ in front of the people attending the event. White privilege seemed to exist in Indonesia as local Indonesians normally ‘look up to’ white-skinned people or foreigners, especially from western countries.

Jake could have been angry, but he decided to take ‘extra time to process and understand what really happened and why there was a misunderstanding’. While observing, he managed to identify different communication styles between him and his co-worker.

Jake’s willingness to try to discover his co-worker communication styles had helped him not assume that communication should be done in the same way as of his own culture (*savoir etre*). He then understood that his communication styles and his co-worker’s were ‘diametrically opposed’. Jake co-worker did not tell him that he would speak in front of some people because he would have felt bad for ‘asking too much’ from Jake. Rather, Jake’s co-worker decided to express his real intention when they had arrived at the event.

Jake then realised that he ‘had to let go of his initial expectation’ and decided to relax, enjoy and make the occasion beneficial to him, his co-worker and the other people involved (*savoir apprendre/faire*). Jake was able to mediate his own ethnocentric perspectives of communication style and challenge it from different perspectives (*savoir comprendre*) of his Indonesian co-worker.

Furthermore, Jake decided not to tell his co-worker about his disappointment directly or openly because he realised it could offend the co-worker. He was able to identify this dissimilarity (*savoir apprendre/faire*), that in Indonesian culture, direct communication could be interpreted as an offense. The encounter had enable Jake to

acquire new knowledge of cultural practices in Indonesia, particularly in regards to direct and indirect communication.

Conclusion and Suggestion

Through the AIE framework, the western English language teachers in this study have been able to reflect on their intercultural encounter. A few similarities can be drawn upon their intercultural encounter and the phases they have been through. From the teachers' reflection on their intercultural encounter, I have discovered a key starting point to develop one's ICC. It all starts with the attitudes: being curious, open and ready to 'suspend disbelief about other cultures and belief about ones' own' (*savoir etre*). These attitudes will then encourage the people to discover new knowledge (*savoir*) about other cultures and their own, to identify similar and dissimilar cultural practices and values. The discovery of the knowledge helps the people 'identify areas of misunderstanding and dysfunction' and 'mediate between conflicting interpretations' (*savoir comprendre*). In the end, people will be able to operate the knowledge, skills and attitudes in their daily interaction with interlocutors from different cultures (*savoir apprendre/faire*) and critically evaluate their ideological perspectives and values which might greatly conflict with ones of the other interlocutors (*savoir s'engager*). These attitudes determine how they respond to the encounter and how they develop their ICC.

The western English language teachers coming to work in Indonesia are expected to deal with the cultural differences (including the values and systems) of the Indonesians. Some of them have been through several (intercultural) trainings. However, through this study I have noticed that sometimes the sources of misunderstanding or dysfunction are not necessarily their (the western teachers') failure to understand the local culture. Rather, it is some of the locals (the Indonesians at the school) who are sometimes not well prepared to work or deal with different cultural practices of the western teachers. If the school knows they are going to hire western teachers, it is strongly recommended that they provide intercultural trainings for their local staffs as well.

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THE CURRICULUM AND ENGLISH TEACHING-LEARNING TO IMPROVE THE DEAF STUDENT'S LITERACY

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Abstract

The curriculum is the guidance for teachers to carry out their works in the teaching process. It is needed not only by public school, but also by the school for special needs students, e.g school of deaf students. The government puts standard competency and basic standard in English subject for the deaf the same as the standar competency and basic standar for public school. For that reason, the study was conducted to develop a more rigorous understanding of English subject syllabus for the deaf, the effectiveness of English subject syllabus based literacy, and the students understanding towards literacy. The study was conducted to seven deaf students of eight grade. Documentation, observation, and interview are the techniques to collect the data which then analyzed by applying mix-method. The finding of the present study proposes the English subject syllabus for the deaf with reading as the standard competency, and reading and writing skills as the basic competencies.

Keywords: Deaf/Hard of hearing, Literacy, Total Physical Response (TPR), Lip Reading

Introduction

Curriculum is an esential plan that every teachers in the world need. English which is one of the subjects in curriculum contents not only learnt by the public/general school, but also learnt by the special needs one, e.g the deaf students. In teaching it to special students, teacher must provide herself with knowledge appropriate to the students.

Having relation with English, literacy also plays an important rule in the area of teaching and learning a language. The teaching of literacy either to the general students or deaf students is extremely important and cannot be avoided, since both hearing and deaf students are obliged to learn it. Literacy is the way people open their mind to the wider world thru reading and writing. Deafness should not become an excuse of slacking on literacy. In fact, teaching to the deaf students is sometimes neglected due to the teacher's lackness of knowledge, and difficulty how to teach it to them.

The difficulty is also supported by the absence of the curriculum guidance for special need students which was supposed to be provided by the Government. Instead of providing it, the government thru the Minister of National Education issued the decree No 22/2006 which underlines that the standar competency and the basic competency for general subjects of special needs should refer to the standar competency and basic competency for general school. Both competencies however should be adjusted to the need of the students. It means that there is no a curriculum emphasizes on standar competency or basic competency for special needs, especially the deaf, yet.

One more important thing deals with the teaching and learning is the assesment for students' performace. Based on the previous observation carried out to some deaf schools, the writer found out that many teachers do not have any proper assessment rubric for assessing the students' performance. Actually, the appropriate assessment for the deaf will help teacher measure the students' achievement on the standards required. If they are

assessed with care, their lackness will not be burden either for the teachers or for the students themselves since it could rise their belief to perform better.

Literature Review

1. Deaf

The term ‘deaf’ means partially or completely lacking in the sense of hearing. However, Alimin (2009) says that learners with special needs is someone who requires an education tailored to the barriers to learning and the needs of each individual, while a deaf person is someone who has disability in processing linguistic information through hearing, with or without amplification, which affects the performance of education.

In line with Alimin’s above, Somad (2010) adds that deaf students in Indonesia face difficulties in academic performance, especially in understanding the texts dan math concept. Meanwhile on the other hand, Moores, et al (2006:45) argue that deafness per se has no effect on the aquisition or literacy skills. It means that there is not any problem for the deaf to learn the skills.

2. Curriculum

It is a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center for person to be educated (Gagne, 1985, p. 26 and Saylor, Alexander & Lewis, 1981, p. 67). It means that to achieve the goal of teaching and learning, a school should have a curriculum which is appropriate to the students need, and it is a teacher’s job to make it work in the class.

Following the experts above, Sukmadinata (2009, p.102) mentions that there are three definitions of curriculum as 1) written document, 2) sub-system, and 3) subject matter. Curriculum is a learning experience the students should have through the teachers’ guidance, explanations, and also schools’ responsibility. The curriculum is a set of plans of the material to be studied based on the knowledge and capabilities of the students. The curriculum also provides a set of learning opportunities provided by the school for the students to achieve the goal.

In line with the experts aforementioned, Gunter and Butt (2005, p.14) suggest that each curriculum planners in the education unit have to do some important things like:1) setting learning objectives for each material, 2) formulating the ultimate goal to be achieved, 3) determining the lesson plan, and the learning model, and 4) forming of assessment.

3. Literacy for the Deaf

The term ‘literacy’ traditionally is the label for reading and writing modes. In other word: literacy is defined as the ability to read and write. It emphasizes on the reading and writing skills. In some schools in Indonesian class, reading and writing are taught separately.

McGuinnes (2005) in Paul (2009, p. 274) depics that reading can be seen as a decoding-encoding entity—which are two sides namely: Decoding and Encoding. Decoding refers to word identification or access, and Encoding can refer to the output such as writing, spelling, or interpretation.

Following McGuinnes, Paul himself (2009, p. 275) emphasizes that reading as an interactive process in an attempt to explain the relations among letters, letter clusters, words, syntax, and semantics. While writing is the act of planning, composing (also translating), and revising (also reviewing) (Paul, 2009, p. 329).

From the explanation above, it could be summarized that reading and writing have very close entity, and cannot be separated due to their functions which fulfill each other. Reading is an interactive process and meaning construction between the reader and the text read by finding knowledge or information inside it. Writing is the act of expressing the knowledge/information gotten from the text.

The language development of deaf people could be different from one to another. Swanwick & Marschack (2010, p. 59) note that children who are born to deaf parents would be easy to develop their language compare to those who are born from normal parents. Early exposure either to sign or spoken language done by deaf parents would be very much help for the children.

Deafness, by itself, does not indicate a lack of intelligence or inability to learn. However, the teaching of literacy to the deaf needs special attention from the teacher. Based on revised Blooms' taxonomy, the writer refers the literacy for the deaf in this study is only at the low level which is remembering/recalling information/recognizing/listing/describing/retrieving/naming, and finding.

Research Method

The study was carried out to seven deaf eight-graders who have different level of hearing. The data which were obtain from three types of techniques namely: documentation, observation, and interview were then analyzed by applying mix-method. The qualitative data in form of field notes were described and interpreted, the interview transcription were coded, and classified into four types, namely: 1. Teaching/learning process, 2. Curriculum, 3. Implementation, and 4. Assessment. Meanwhile, the quantitative data were obtained from document analysis, in term of students' tasks of reading and writing. Both works were then assessed by applying the two rubrics for reading which was adopted from Rose et al (2008), and rubric for writing was adopted from Hammil & Larsen (1996).

The reading task consisted of multiple choice of descriptive texts entitled: 1. My Canary, 2. Greeting Card, and 3. Puncak Pas, and the writing task was essay writing that focussed on content, organization, vocabulary, language use, and mechanic. The titlse of the essay were: 1. Daily Activity, 2. My Hobby, and 3. My Family. All data were calculated using *SPSS 1701*, and descriptive statistic.

Discussion

The Current Type of English Subject Syllabus Used

The content of the yllabus used by the teacher which consist of : standar competency, basic competency, indicators, material, teaching method, and asesment were appropriately addressed to general school students rather than to deaf one. The first reason is the teacher's misunderstood the instruction underlined by the government decree. The second one: There is no curriculum guidance for special needs students, so that everything rely on the curriculum for general students. However, the teacher insisted that all she did in constructing the curriculum based on and followed the government rules. She adopted the English syllabus for general school students without having change anything.

There were also different type of using the terminology which was written by *Badan Standar Nasional Pendidikan* (National Education Board), and the term used by the teacher. The differences could cause different meaning/understanding.

The terms used for elaborating the indicators also was not appropriate. Based on Blooms Revised Taxonomy, the word 'identification' refers to Knowledge (C1),

meanwhile reading in writing need not only the students' knowledge, but also the students' understanding, since they have to answer the questions, and write the whole answers using written form.

Syllabus Effectivity for Deaf Students' Literacy

Previously the teacher wrote three-phase technique for both reading and writing, and I consider it was not an appropriate method for teaching reading. To avoid any further mistakes, the writer suggests that the teacher applies the syllabus which emphasizes on integrating both reading and writing skills. Reading is taught thru applying sign language, lip reading, and total physical response (TPR). Meanwhile, writing is taught thru writing free essay related to the students' experiences, for example: family and hobby.

Besides having done sign language, lip reading, TPR, and writing free essays, the students were also exposed to the real objects such as exploring the equipments for cooking used in the kitchen, and pictures. The way teacher did was very helpful for the students. They had different atmosphere by going out to visit library and the kitchen.

The Students' Understanding towards Literacy

The students' understanding towards the literacy could be seen from the mark they get on the two tasks (reading and writing). From the calculation done, it was found out that about 60% to 75% of the could understand the material studied, and the teacher also confessed that. The average highest mark for reading they got was 89, and the lowest was 54. On the other hand the average highest mark for writing was 97, and the lowest was 45.

The reading mark was grouped into two groups: good and less, since there are only two types of range from 54-60, and 85-89. For writing there are: good, good enough, and less. The three range marks for writing are 45-47, 62-68, and 93-97.

Conclusion

Having analyzed and interpreted the data from the techniques used, it can be concluded that the syllabus for deaf students would be better if there are integration between the two skills; reading and writing. By integrating the two skills, the students are helped to activate their competencies on both skills. It also helps teacher in conducting her way of teaching integrately. So the writer proposes the type of syllabus which is: The standard competency is reading, with the basic competencies cover reading and writing.

Deaf students need method of teaching that would be easy for them to carry out, so teacher should choose the practical one. In the class, when the students were asked to role play the text they studied, all of them looked very interested and could do the performance better. They could expose their understanding by pronouncing the words/dialogue (although with teacher helps).

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USING SOCRATIVE AND SMARTPHONES AS A TOOL TO ASSESS AND EVALUATE STUDENTS' VOCABULARY KNOWLEDGE

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Abstract

The rapid development of the technology requires the teacher to be more creative in conducting the classroom assessment and evaluation. The teenagers nowadays have become digital natives in this era. Most of the students depend on their digital devices when they are learning and searching for information. In this paper I would like to share the idea of using Socrative as SRS (Student Response System) tool to assess the students' learning vocabularies outcomes. Socrative is a SRS based on the immediate feedback of the students. By using Socrative, the students and the teachers will immediately know the result of the students' test. It is expected that, the students can learn vocabularies easier through immediate feedback given by the SRS, named Socrative. The question arises is: Is using Socrative effective as the media to assess and evaluate students' vocabularies knowledge for the students and the teacher?

Keywords: technology instruction, SRS, Socrative, Student Response Systems

Introduction

In the 21st century teaching and learning, computers and technologies are commonly used in the process of teaching and learning activities inside the classroom. The technologies used in teaching and learning activities are aimed for assisting the teachers and the students. As the rapid changes of the era, the technologies will also follow. Before the existence of smartphones, computers are already become one of the technology used by the teachers. Klopfer, et.al. (2009, p.1) stated that our children now a day, are exposed by the digital wave. These generations are called as digital native because they were born where the technologies have already existed. They are accustomed to live surrounded by and working with computers, internets, smartphones, and the other tools in a digital era (Prensky, 2001, p.1). While on the other hand, some of the teachers are digital immigrants. Digital immigrants are those who were born before the digital era but then adapting to some or most aspects of the new technology.

It is essential to gasp the attention of these digital natives into the teaching and learning activities. The teacher should facilitate these digital native learners by combining the technologies that they are common with. The use of technological assessing tools are also has been commonly used now a days. One of the media which is used by the educators are SRS (Students Response Systems) which directly giving the response to the students' or learners' answers. There are a lot of tools which can be used as the media for assessing the students' language skills.

In this 21st century, the development of the technologies is followed by the rapid improvement of internet and the applications for teaching and learning activities including assessment tools. The teachers will have an easier way to assess their students' improvement with wired hardware to portable and wireless tools that cooperate with software, and making amalgamation of the process easier for the users (Mahon, 2012, p.2).

This paper investigates the use of Socrative and smartphones as one of the media to evaluate the students' vocabulary learning outcomes. Socrative can be also used as the

tools to assess the students' understanding of the vocabulary. The tool accompanied by the existence of smartphones which can be used by most of the students in the class. The used of Socrative is flexible and does not need sufficient devices to access. Socrative also can connect the teacher to the students directly from the monitoring provided in the tool.

Socrative become one of the technology used for assessing the students in SRS (Student Response Systems) which will be internet based or online. According to Mork (2014), there are various terms for SRS. SRS can refer to a classroom response system (CRS), a learner response system (LRS), a classroom feedback system (CFS), and also it is easily called as "clickers". This SRS are influenced by the direct response to the learners. SRS has been popular in 1960's (Deal, 2007). Deal (2007) stated that SRS are divided into 3 categories of activities and equipment include in using CRS or SRS. They are: instruction and questioning, students' response and display, and data management and analysis.

In learning foreign language, especially English, vocabulary will be the crucial elements in mastering language and rely on the vocabulary knowledge (Teng, 2015). Vocabulary will be the crucial aspect of language for EFL students. According to Nation (1990), there are two types of vocabulary learning. The first one is receptive vocabulary which the knowledge is based on the things that the learners see, read, or hear. The second one is productive vocabulary where the receptive will be also existed. In the productive vocabulary learning, it is expected that the students can know how to pronounce, write, apply and translate (pp. 31-33). There are various types of tests or assessments that can be used by the test writers based on Read (2000) such as multiple choice, completion, translation, matching, generic test items, and word associated test. The main point of making an assessment and test is the purpose of the test for the test-takers itself. The use or purpose of vocabulary assessments or tests can be as a placement, diagnosis, measuring progress or achievement, and assessing proficiency test (p. 151)

In order to facilitate the digital natives in using gadget as their media to learn, the teachers as the digital immigrant have to be able to adapt with the recent technologies used. In the classroom, it is the teachers' privilege to use the technologies (Lie, 2013). The teacher can also manage the environment of the class whether to be a digital literate or traditional literate class. There has been a lot of research about Socrative and SRS, but few analyzing about the effectiveness in vocabulary assessing. Therefore in this paper, I would like to explore: Is using Socrative effective as the tool to assess and evaluate students' vocabulary knowledge for the students and the teacher?

Research Methods

The research is held in the classroom during teaching and learning activities. The English lesson is 4 hours in a week and this assessments using Socrative (the regular one) is held for 3 weeks and 1 meeting extra for giving the students' report result. On the week we were using Socrative, we were having a descriptive topics including making adjective orders. The decision of using Socrative and smartphones is because the use of Socrative has been proven as effective tools for reporting the students' assessment score and progress. Socrative is used in the discussion of the reading which includes adjectives vocabulary and adjectives order. The students are also asked to arrange the adjective order and directly answer the questions in the Socrative in group. The classes consist of 36-38 students with various English skills. After finishing the whole activities of using Socrative, the students are asked to answer the questions in the questionnaire using Google Docs survey.

Table 1. The teaching and learning processes

Meeting	Activities
Topic: Describing people, place, and things	
Week 1: 1. 1 st meeting: 2 x 45 minutes 2. 2 nd meeting: 2 x 45 minutes	<ul style="list-style-type: none"> • Introduce Socratic, how it works, joining the room, answering questions, and evaluating using direct feedback and teacher's evaluation • The teachers give the list of complex/uncommon adjectives words for the students to be discussed within a group (paper list). • The students allowed to open dictionary (book and electronic only, not from the internet) and write the meaning or synonym for each words
Week 2: 1. 1 st meeting: 2 x 45 minutes 2. 2 nd meeting 2 x 45 minutes	<ul style="list-style-type: none"> • The students are given the theory about adjectives order. • Exercising using Socratic individually, the students will also write the right answer in the paper. • Discussing within groups • The students are assessed using Socratic about adjective order • Discussing the result of the students and giving feedback by the teacher.
Week 3: 1. 1 st meeting: 2 x 45 minutes 2. 2 nd meeting: 2 x 45 minutes	<ul style="list-style-type: none"> • The students are assessed using Socratic about synonym and antonym of adjectives • Discussing the result of the students and giving feedback by the teacher. • The students are taking the formal test for daily test. The test is in the form of integration between reading comprehension, grammar, and vocabulary knowledge.
Week 4: 1. 1 st meeting: 2x 45 minutes	<ul style="list-style-type: none"> • Giving back the result of the students' works • Start to do writing project (complex descriptive text)

Participants

The participants are 10th grade senior high students with various skills in English. The participants were taken from the regular class of English lesson. There were 2 classes which is using Socrative as the media to learn vocabulary. The classes were taught by using the same material of vocabulary list and the same method. They were introduced by Socrative for teaching and learning activities. Most of the students are having and bringing their smartphones at school and it is allowed to use smartphone with the teacher's supervision.

Finding and Discussion

The effectiveness of Socrative to the Students and Teacher as a Tool for Assessing Vocabulary

The Students

Before the students were introduced to Socrative, 63% students never use and know Socrative as an assessment tool. The students used to use smartphones for taking online test for Physics subject but the tool is not from Socrative. From the students' opinion during the classroom activities, the students are easily to adapt to the use of Socrative, although at the first time, they were confused with the interface of Socrative in their smartphones. As it is stated by Prensky (2001) that digital natives are lived with technology and they will be easily to adapt with new technology they use. The use of Socrative to them is simpler because the students are not required to have an ID, since the Socrative which is used is the regular one. Socrative can be accessed by almost all gadgets with varieties of OS such as Windows, Linux, Apple, Android, or iOS.

The students also feel that Socrative gives them chance to improve their vocabulary knowledge because of the direct response appear when the answer is wrong. By having a direct response the students can take notes and revise their answer to the questions. The direct response is not only the indication of the right or wrong answer but also the explanation why the answer is right or wrong. Based on the students' opinion, Socrative can give them chance to improve their vocabulary language by giving direct feedback without waiting for the teacher's explanation. The students can also check the other synonym or antonym provided in the direct feedback given.

After answering all the questions provided in Socrative, the students know the score directly from Socrative. Students also know their improvement during the first week until the end of the daily test. The students can also know their weakness and strength of their own ability on knowing the vocabulary knowledge.

From the set of Socrative activities (assessments and tests), the students are more motivated in using Socrative as the tool for them to assess themselves. Some of the students stated on the questionnaire that using Socrative is simpler than paper-based notes, tasks, or tests. By using Socrative, they can improve their vocabulary acquisition and recognition better than before. The activity also helps them to construct a complex descriptive text as their writing project. Other effectiveness that the students get is that the students can know another synonym or antonym of words they are assessed without opening the dictionary. The students are also allowed to confirm the meaning with their friends in the discussion.

The Teacher

Socrative is very effective for the teacher to be applied as the tool to assess or test the students' vocabulary knowledge. The teacher can control the students' progress through the monitoring provided by Socrative. The teacher also can grouped the students based on the gadget activated in the teachers' room for discussion. By looking at the monitoring device provided by Socrative, the teacher can know what words or what

questions should reviewed by the teacher at the end of each meeting. The teacher also can edited the code for the room, therefore only the students that have already known the code that can access and enter the test/quiz launched by the teacher.

The other effectiveness for the teacher is time efficiency in correcting the students' works. The students' answers have already been reviewed by Socrative and the teacher only need to download the reports of the students or the students' individual pdf (portable document format) answers. The teacher will only need to review the students' answer with the key for scoring the students' work.

In launching the quizzes, the teacher has the authority to enable the immediate feedback for the students, the students paced, and the teacher paced. The teacher can also put explanation of each words provided on the questions and addition synonym or antonym to be discussed by the students within their groups.

The Weakness of Socrative in Vocabulary Assessment

Since Socrative has only three type of questions engine (multiple choice, short answer, and True/False), the teacher cannot explore the questions more using the other type of questions. As it is stated by Read (2000) that in vocabulary assessments, various types of questions can be applied such as matching, fill in the blanks, translation, etc. Since it is a regular Socrative, it only has one room maximum for 50 participants only. The teacher cannot make a multiple room for assessing their students with different type of quiz. The other thing is the teacher need to use the template for exporting the questions to Socrative.

For the adjective order quiz, the test-writer is using short answer type. The answer key has been already submitted and if the students do not write exactly the same as the answer key, then it will consider as false. See the screenshot of the students' answer below:

B	C	D	E	F
60	6	a small round black wooden box	a handsome big young American man	a silly big young muscular English man
40	4	a small round black wooden box	a handsome big young American man	A silly big young english muscular man
10	1	a round small wooden black box	a handsome big young American man	A silly big young muscular english man

Figure 1

The circles on the picture would like to compare the students' answer with capitalized and non-capitalized letter. Although the order is the same, if the students are miss capitalized or even miss punctuated the sentences and do not have the same answer as the answer key, Socrative will indicate the answer as a false answer. This will be ineffective to the teacher because after finishing their quiz, the teacher need to review the students' answer again.

Socrative is not suggested for reading comprehension assessment or test. The reading passage that is provided has to be put not only in one question but also in each questions for one passage. When the teacher would like to print the individual pdf report, the reading comprehension test will take a lot of spaces. The other weakness for reading comprehension test is that the students can copy and paste the answer directly from the

passage. Some of the students who have weak English skill, instead of paraphrasing the sentence, will directly copy and paste the answer from the passage. The type of questions will also limited only for multiple choice, short answer and true/false. The short answer question type cannot have an exact answer key. It means that the teacher will do extra work to correct the students' work in the reading comprehension part.

Socrative also depend a lot on the internet connection. Some of the students were complaining about the unloaded page from their devices or even they cannot enter the room which the teacher had been created because of the limited internet connection. Some students also had difficulties in answering the questions because the submit button cannot be pressed and worked properly. Even some students still cannot differentiate between filling the room name and their name before entering the quiz.

Conclusion and Suggestion

Socrative cannot replace the power of the teacher inside the classroom. Socrative will only facilitate and become a tool for both teacher and students in teaching and learning activities. There are a lot of benefits in using Socrative as tool for assessing and evaluating the students' vocabulary knowledge for both students and teachers. For the students, it is easier to use Socrative rather than paper-based test because digital natives like to be exposed with digital devices. Students also can know the wrong answer and the score directly from the SRS of Socrative. From the questionnaire, 100% of the students are agree that Socrative is easy to be used for classroom activities. Students can directly know the right answer or the explanation of the answer to the questions provided by the teacher.

Socrative also considered as an effective tool for the teacher in assessing and testing vocabulary knowledge. Teacher can control the flow of the assessment and progress of the students through monitoring provided by Socrative. The result can be seen directly and the report will help the teacher for scoring the students' work. The teacher can review the part where the students' need by seeing the monitoring display provided by Socrative.

On the other hand, Socrative is not suggested to be used in assessing reading comprehension because there are some weaknesses of Socrative for example: the students can copy and paste form the passage. If the teacher decides to hace a reading comprehension using short answer question type, the exact answer key cannot be constructed because the answers may vary. The teacher also needs to check the students' answer after the test. Socrative also depend a lot to the internet connection. If the internet access is very limited, it will affect to the loaded page and interface.

In conclusion, Socrative can be effective to be used as the tool to assessing students' vocabulary knowledge. This tool gives benefits to both teacher and students. There are some parts where the role of the teacher cannot be replaced by Socrative for example is reviewing and detailed explanation, checking and revising the student's work. It is suggested for the teacher who uses Socrative to construct questions with exact answer rather than the questions with variety of answers. It is also suggested to further research for conducting the experimental research regarding to the effectiveness of Socrative for assessing specific English skills to the students.

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BLOG EDUCATIONAL WRITING TO ENHANCE STUDENTS' WRITING PRODUCTIVITY

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Abstract

Writing could be the hardest and most boring skill to be mastered in language learning. As a matter of fact, teacher has to provide the best way to make writing becoming more fun and challenging to the students. Students' blogging provides many advantages in both sides, the writers and the readers. Certain topics which attract students' interest would boost their creativity and motivation in writing. In addition, since students' blog is intent on giving information and for educational purposes, EFL learners will be likely write accurately and meaningfully to make readers grasp their ideas at ease. As it is stated by Ducate & Lomicka, 2005; Godwin-Jones, 2003 cited from Chen (2015), blogs educational offered capacity to expand learning beyond classroom walls and to archive the learning process. Thus, it allows reflection and metacognitive analysis, are well-documented in the literature.

Keywords: blogging, writing skill, digital native, blog, weebly

Introduction

Writing is "an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience" (Hamp-Lyons and Kroll, 1997: 8). In daily life, learners need to write varied types of writing from the very simple writing types such as: writing an agenda, writing a memo, and notetaking, to the most complicated types of writing such as: writing a letter or writing an essay (Brown, 2007). Moreover, writing is not only a task-driven purpose but also a way to communicate to other people. In fact, writing skill requires learners to mastery not only linguistics competence but also other competences such as cognitive and sociocultural (Barkaoui, 2007). It made the teacher should find the best technique and method for EFL learners to make them eager to write in and out of class using target language.

The essence of classroom writing is best described by Sperling (1996: 55) who notes that "writing, like language in general, [is] meaning-making activity that is socially purposeful." It leads to a point where EFL learners should be able to express themselves in written language communicatively. For EFL learners writing skill could be very challenging since the learners have to understand how to express their ideas in the target language (Reid, 2002; Richard and Renandya, 2002). Another problem in writing are also learners' psychological factors such as readership, self-confidence, anxiety and motivation (Asadifard and Koosha, 2013). Thus, classroom writing is considered only as a task which is unrelated to the real usage of writing. This perspective leads learners' productivity in writing decreasing.

The increasing use of computer and web 2.0 applications in teaching and learning has widely spread. These technologies challenge the conventional conception of pedagogical practices, social space, social practices, and schedules (Brewer & Klein, 2006; Ajayi, 2009). The effect of technology on writing has changed the way people

think about writing and how to do it. In term of writing, technology has changed the media used to write. It is also found that the use of technology has promotes the development of new genres of writing (Weigle: 2002).

Goertler (2009) mentioned that Web 2.0 has an opportunity to be used in the classroom since it promotes communicative language teaching. By using Web 2.0 applications, teacher and students are able to interact at anywhere and at any time. It is supported by O'Reilly (2005) who defined Web 2.0 as the media for content sharing and community building. According to Goertler (2009) some examples of Web 2.0 applications are Course Management System (Angel, Blackboard, Edmodo), Chat/Instant Messaging (yahoo messenger, WhatsApp, AIM), discussion forum (part of Course Management Sites), e-mail, blog (weebly, blogger, blogspot), wiki (Wikipedia, Wikispaces), Social Networking Site (facebook, flickr, twitter, myspace). Shortly, Web 2.0 applications offer special interest for students since they can get in touch with the real usage of writing in real life.

As Goertler (2009) defines blog as the way author share his ideas, thoughts, reflections and experiences to audience. It offers potential facilities to enhance students' writing productivity. Moreover, blogs are excellent for soliciting critique and reflection from students and, because of their dynamic (that is, because new posts are always being added and commented on), students can build their understanding of a topic at the same time as refining that understanding (Poore, 2016. p. 137).

This paper tries to investigate the use of Weebly blog as a media to teach writing in the classroom to eight-grader students. Weebly blog is used in the classroom as a media of communication by using written language. Since blogging provides a way to use writing in real world, students become aware of what it means to write for a public audience. Blogging also encourages students to evaluate their ideas before they share it to the readers and to explore various topic for readers. Therefore, the aim of this paper is to investigate the following:

1. Does the use of Weebly blog as media in writing help motivate students to write productively?
2. How does the use of Weebly blog help students enhance their productivity in writing?

Research Method

The current study was held in a private school in the east area of Surabaya. The school is one of the famous national plus school in Surabaya. Another reason, this school also implements Cambridge curriculum for some classes. According to their website, Cambridge curriculum develops learner knowledge, understanding and skills in: subject content, applying knowledge and understanding to a new as well as unfamiliar situations, intellectual enquiry, flexibility and responsiveness to change, working and communicating in English, influencing outcomes, and cultural awareness. It is in line with Weigle (2002) who describe the nature of writing is both social and a cultural activity, in that acts of writing cannot be looked at in isolation but must be seen in their social and cultural contexts.

Weebly is chosen as a tool in conducting the study since it provides features which can be controlled by teacher and students at ease. Another reason is related to the use email in signing up or log in. As a teacher, I prefer to choose a blog service which offers me other way of signing up rather than using email. First, students are still 14-15

years old. They are not eligible to earn an email account. Second, if they had an email account, either their parents created it for them or they do a fraudulent action to earn the email account. It means they are cheating and against the law. As a teacher, I need to educate students also about being a good digital citizen.

The Subjects

Participants of this study are 44 students from two classes. They are grade 8 students of Junior High School. Some of them are very good in English since they join Cambridge Secondary 1 test. They are also very digital native, since all of them have their own smartphone, tablet, iPad, and laptop. Moreover, they also love to spend several hours in a day to use internet start from browsing, searching, streaming and downloading.

Some important part to note, they have never done online writing in a blog. Their writing is always done on a piece of paper or is printed on a piece of paper. So, this is their first experience to contact with the real use of writing.

The Course

This study was done in ICT course. In Junior High School, ICT course meets 90 minutes in a week on one meeting. Students work in a group of 2-4 students in a class. Students are grouped based on their score in English course, especially in writing score. The lessons, teacher instructions and materials, are given in meeting 1, 3, 5, and 7, while the execution of blog writing is done in meeting 2, 4, 6, and 8.

Students work in their group and do the writing based on assigned task and assignment given by teacher. During the brainstorming at English course, teacher supervises students only. During the writing time, if students have any difficult situation, they may ask help from teacher. Activities in the course are described as follows:

Table 1. Teaching and Learning Activities

Session	Class Activities
1 st meeting 2 x 45 min	<ul style="list-style-type: none"> • Introduction to writing using blog. • Explaining the groups and how it works. • Writing requirements explanations.
2 nd meeting 2 x 45 min	<ul style="list-style-type: none"> • Weebly Introduction • Setting up students account for weebly • Set up their workplace • Get to know to weebly • Choosing the theme for blog
3 rd meeting 2 x 45 min	<ul style="list-style-type: none"> • Teacher session Giving explanation on descriptive writing • Showing examples • TASK 1 (descriptive writing) • Brainstorming • Drafting • Submitting writing draft.
4 th meeting 2 x 45 min	<ul style="list-style-type: none"> • Writing a blog articles • Each student got their time to write online. • When they are done, they are asked to do proofreading within groups. • Post their writing online

	<ul style="list-style-type: none"> • Students are asked to another groups blog. They can read and comment.
5 th meeting 2 x 45 min	<ul style="list-style-type: none"> • Teacher Feedback on students writing • Teacher session Giving explanation on descriptive writing • Showing examples • TASK 2 Reviewing Personal Interest. Topic: favourite food, favourite colour, holiday destination, famous people, music genre, sports, class subjects, and electronic devices • Brainstorming • Drafting • Submitting writing draft. • In this writing task, each student within groups are asked to write topic that they like and they know.
6 th meeting 2 x 45 min	<ul style="list-style-type: none"> • Teacher feedback on their blog appearance. • Teacher' scaffolding session • Writing a blog articles • Each student got their time to write online. • When they are done, they are asked to do proofreading within groups. • Post their writing online • If they could not finish their writing on time, they have to continue next week.
7 th meeting 2 x 45 min	<ul style="list-style-type: none"> • Continuing TASK 2 • TASK 2 Reviewing Personal Interest. Topic: favourite food, favourite colour, holiday destination, famous people, music genre, sports, class subjects, and electronic devices • Brainstorming • Drafting • Submitting writing draft.
8 th meeting 2 x 45 min	<ul style="list-style-type: none"> • Teacher feedback on their blog appearance. • Writing a blog articles • Each student got their time to write online. • When they are done, they are asked to do proofreading within groups. • Post their writing online • Students are asked to another groups blog. They can read and comment. • Teacher feedback on overall works. • Checking and scoring. • Giving questionnaire for students.

Data triangulation

There is a possibility that student's writing may be motivated because they need to earn good grades. Another possibility is the tendency of plagiarism. In this case, teachers conduct multiple checks in students' articles. By the end of the program, students are given questionnaires to check their level of understanding, motivation and satisfaction. The questionnaires were used as a tool of data triangulation. The result of

questionnaires is tabulated and analysed to prove that students are becoming more creative and productive when writing using blog.

Data collection and analysis

Students start writing blog in ICT course. They have to finish typing and editing in 90 minutes. Next, when they are done writing in their blog, students are asked to do proofread among the groups. They are asked to read and comments before it is posted in their blog to be checked and score by the teacher. Articles produced by students will be scored by based on two factors. First, in term of quantity, students' article will be counted based on the number of the articles and number of the paragraph they produced. Since the main reason conducting the study is to enhance students writing productivity, it is essential to collect and count articles produced by students. Second, in term of quality, students' article will be scored based on content, organization, academic style, and grammar. Teacher created writing rubric to score the articles.

Some important point to be noted, if students are found do plagiarist, their work is not counted (quantity) and scored (quality). If they cite the source of the articles from the internet, their articles are counted as quantity only, and it is lower the score of the quality. Teacher will not give any consequent directly to those who found plagiarist since they are in the middle of doing something in the classroom. It is expected that they have digital citizenship in their conscience to avoid this behaviour.

Discussion

As it is mentioned earlier, the aim of this study is to share the use of Weblog to increase students' productivity in writing. The researcher has a notion that writing productivity could be easily recognized when the author of the blog actively producing articles. It is categorized as the quantity of the writing task. Moreover, productivity also can be seen also from the number of the paragraph written in the articles. Since it is about the quantity, the more paragraphs the students produce, the more productive they are.

The researcher used Weebly blog site as a media for students to write and describe themselves, share their interest and also share their projects. In describing themselves, students could write as many as they can about him or herself. Here is an example:

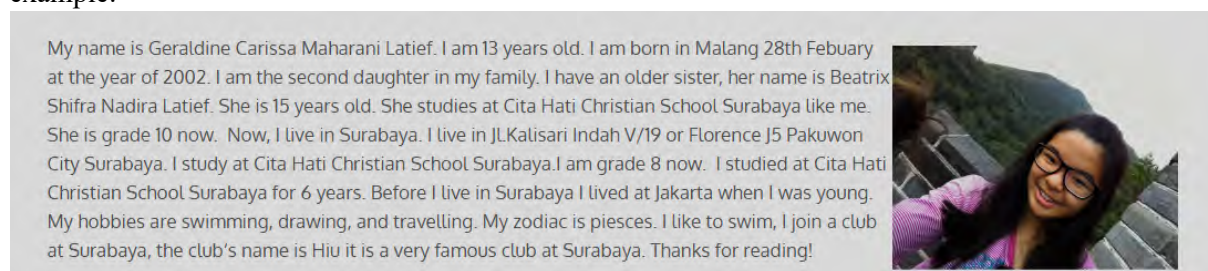


Figure 1

Students become very engaged in writing since they can give comments and reviews to their friends before they post it or after they post it. Moreover, they can also add picture and edit the layout of their paragraph matched with their own style.

In sharing personal interests, students are asked to write as much as they can. The topics for their personal interests are varied. It starts from favourite food, favourite

colour, holiday destination, famous people, music genre, sports, class subjects, and even electronic devices. Here, researcher does not give any minimum articles they have to write, again, numbers of their post which is counted as productivity. In addition, it is found that some students added more articles than what the teacher expected. Here is an example:

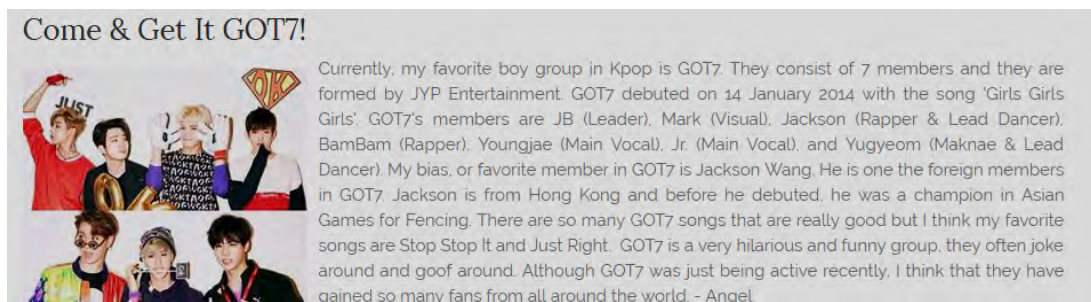


Figure 2

Another advantage of using a blog as media to write and communicate is that a few students who are usually shy and quiet in the class can express themselves in the blog. Here, blog is a bridge to express what they want to say to audience or readers when in a real time, they might feel nervous to express it. In short, it reduces students' nervousness and anxiety. Moreover, they will enjoy expressing themselves using this way. Here are examples of writing produced by several quiet students in the class:

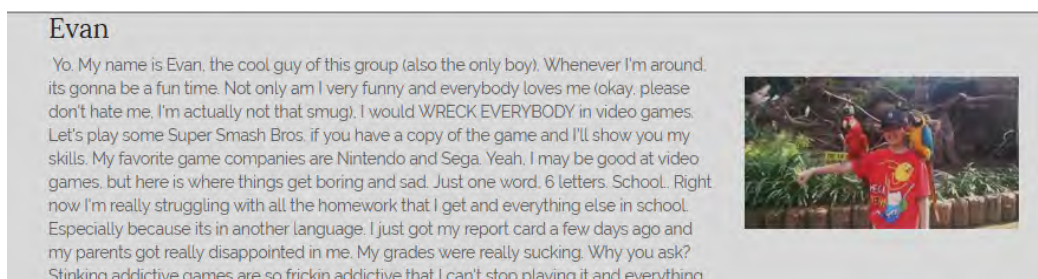


Figure 3

In short, blogging promotes some quiet students a great freedom to express themselves.

The disadvantages

While the use of blog to enhance the students writing could be seen as explained above, there are also the disadvantages and problems from the use of this mode in the classroom. The main problem is dealing with originality of the writing. It is very hard to check whether students work is done by themselves, or they took it somewhere in the internet without giving the credit to the original author. One thing needs to be marked when teaching writing online is how to deal with copyright and plagiarism. Teacher needs to educate students about the importance of copyright. Therefore, when they took a picture or an article which belongs to others, they have to give credit to the owner of those.

Several students copy and paste from other articles when writing their blogs. As a quantity, it can be said that they have produced articles. However, in terms of originality, it cannot be considered as their own work. Moreover, teacher cannot score their writing since their writing looks flawless. One thing that the researcher underlines here is their credit to the original author of the articles or pictures. Those students who copy articles from other sources give credit to the author by giving the url address of the articles. Here are what they write:



Figure 4

Second, the problems arose because of system malfunction or web-crashed. This problem will cause several damages to students' blog layout. As a result, those students will spend more time to cope this situation. Some problems can be overcome easily by students. Yet, one or two problems is still permanent in their blog even after the teacher helps them. In this case, the students become unconfident with their work. It is also reducing their motivation and comfort level to write. This is the example of the system malfunction causing error to the students' work.

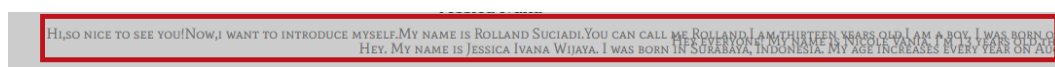


Figure 5

As seen above, the layout cannot be fixed even after editing. Only one group made this error.

Conclusion

Teaching writing to EFL learners is not an easy task for the teacher. The teachers have to be able to design engaging tasks and assignments for students. Some factors which affect students' productivity low are in term of authenticity. When the students feel that their writing is only a task, they will have a task-driven purpose. As a result, some students might lose their motivation in writing or even lose their productivity in writing.

Teaching writing using blog is another solution provided by the teacher to boost students writing. By using this technique, the teacher tries to solve the problem related to the authenticity (the real 'writing'). When students feel the benefit of real 'writing' situation in the classroom, it is expected that they will be productive in writing.

The effects of blog in writing are various. In terms of quantity, students become more productive than using traditional way of writing. They could write numerous articles from various given topic by the teacher. In addition, students got an experience a new way to express their ideas and thoughts. Another benefit, students have more time to explore by themselves and learn a lot of the use of the applications. The main goal of the language learning in the classroom is the knowledge and skills that will lead them to achieve their competence.

The disadvantages of the blog writing in the classroom could not be neglected. Some problems arise while in the process of writing are: internet connection, password, layout problems, and plagiarism. Some of them could be handled by the teacher since the teacher has ICT background knowledge. However, if other teachers who do not have ICT background knowledge try to apply it in the classroom, it can be a big problem for the learning process. One problem which could not be overcome by teacher is layout problem. Although the teacher had helped the student to fix it, still, the problem is like permanent in the blog. The only solution is to delete the blog and create again from the scratch. Of course, it will ruin some students work and take their time to rebuild it again. The last one is plagiarism which occurs in the writing. Although plagiarism is a reality of academic settings, little consensus exists regarding the types of punishments and sanctions that may be levied against plagiarists (Doss, et al., 2015c). In this study, students who are plagiarizing, will not get any score for their writing. Treatment given by the teacher for the students is by giving an acknowledgement in their writing. Hopefully, it will reduce plagiarist in writing.

This study is a short project conducted in two months. If one wants to get more deep investigation to the effects blog educational in writing, further research needs to be done in the future to check the validity of this research.

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CONTEXTUAL TRANSLATION EXERCISES IN TEACHING TENSES IN GRAMMAR CLASSES

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Abstract

This paper has the purpose to investigate the application of contextual translation exercises in teaching tenses in grammar classes. A previous study (Veniranda & Tuttyandari, 2008) showed that translation exercises could help students see the contrasts between source and target language in grammar classes of higher semester, i.e. semester 4, and the students had a positive perception about the use of translation in grammar classes. Indonesian and English have some basic similarities and differences that bring about consequences to the L1 (Indonesian) to L2 (English) transfer. At an early stage of grammar classes, two main differences are shown on the use of tenses and noun markers. Different from English, Indonesian has no changes of verb forms, and nouns are not obligatorily marked by singularity or plurality. In this on-going study, there are examples of contextual translation exercises in teaching tenses and comments from students about the exercises. The responses show that from the translation exercise about Simple Present Tense and Present Progressive Tense, the students also observed other relevant facts about the differences between Indonesian and English.

Key words: contextual translation exercises, L1 to L2 transfer

Introduction

The phenomenon that English learners have good fluency but lack of language accuracy has been my concern for these few years. Different from what the students have experienced these days, senior high students, say, twenty years ago, did not have the experience to learn speaking or listening in their English classes. I remember that when I was in senior high school, learning English means learning examples of English conversations, reading to review the vocabulary, and a detailed discussion of English grammar. Junior and high school students have a different experience. They are exposed to a lot of reading passages, have the experience to access audio materials and opportunity to speak English. However, Interference of L1 is quite obvious in the learners' speech.

I believe that an understanding of the contrasts between Indonesian English can help learners to be more aware when they want to express themselves. In advanced levels, teachers would prefer to suggest their students to think in the target language rather than thinking in L1 and try to translate their ideas into L2. At the beginning levels, teachers need to help the learners to make smooth transitions from a familiar to an unfamiliar language system.

There are two basic contrasts between Indonesian and English grammar. The first one: It is grammatical to be "verb-less" in Indonesian sentences, as shown in the following sentences:

- (1) Kami mahasiswa USD
1pl student USD
'We are students of USD.'

- (2) Saya senang sekali
I sing happy very
'I am very happy.'

The examples above show that the subjects are followed directly by a noun in sentence (1) and an adjective in sentence (2) in Indonesian.

The second basic contrast between Indonesian and English is: There is no verb change in Indonesian, as shown in the following examples:

- (3) Kami **bertemu** orang aneh minggu lalu
Ipl meet person weird week last
'We met a weird person last week.'
- (4) Kami sering **bertemu** orang aneh
Ipl often meet person weird
'We often meet weird people.'

The examples above show that in Indonesian, time reference, whether past or present, does not change the verb *bertemu* 'meet.' There is a book we used in my undergraduate studies called *Changing Time Changing Tenses*. The title of the book reflects the basic nature of English. At the center concern of English grammar learning, changing verb forms occur as there are changes of time references, thus changes of tenses. Tense changes reflect time changes in English. Observing a few simple sentences above, I have my belief confirmed repeatedly over the years, that translation can be a powerful learning tool.

Educational research on teachers' beliefs shares the assumption that teachers' beliefs influence their classroom practices. Further, knowledge on their own beliefs is crucial in improving teaching practices (Johnson, 1994). An interesting research was conducted by Farrell and Lim (2005). They interviewed teachers and then observed the teachers' classroom practices. Integrating my beliefs into classroom practices, I intend to make grammar teaching as a meaningful experience. This study investigated students' perception on the use of translation exercises in grammar classes, especially in the meetings discussing Present Simple and Present Progressive Tense.

Research Methods

In this study, the students were given Indonesian sentences that can be expressed in two tenses in English: Present Simple Tense and Present Progressive tense. Some reflective questions were given after they finished the exercise. Their answers are shown in the next section.

There are four questions to obtain the students' preliminary perception about translation exercises:

1. Can you draw a conclusion that we need to make some necessary adjustments when we express ideas in Indonesian and English?
2. Mention some of the basic differences between Indonesian and English you observed from the exercise above.
3. Can translation exercises help you see the differences between Indonesian and English?
4. Can translation exercises help you show the differences between the two tenses?

There were 25 students of the first semester in their first grammar class in the Extension Course program. The students were from various backgrounds, fresh senior high school graduates, undergraduate and master program graduates, undergraduate students. The students are from various arts, social and science majors, and from different private and public institutions in Yogyakarta.

Findings and Discussion

The answers to the questions provide the information that the majority of the students see the exercise as helpful. More than 80% of the students answered “yes” the three yes/no questions. The results are shown in the following table.

Table 1. The results of the responses to the three yes/no questions

Questions	Yes	No	Others
Q#1 Can you draw a conclusion that we need to make some necessary adjustments when we express ideas in Indonesian and English?	20 (80%)	3 (12%)	2 (8%)
Q#3 Can translation exercises help you see the differences between Indonesian and English?	24 (96%)	1 (4%)	0 (0%)
Q#4 Can translation exercises help you show the differences between the two tenses?	22 (88%)	1 (4%)	2 (8%)

The short questionnaires did not require the students to provide their reasons for their answers. Only one student wrote “still confused.”

The traditional Grammar Translation Method may be considered a monotonous learning of grammar rules. Moreover, if the activities of translation from and to the target language contain sentences that the students do not feel connected to, the activities may cause the students to lose their interests. Memorizing lists of words and error correction may also become tedious when the sentences are not “down-to-earth” sentences. Therefore, as one of the highlighted descriptions of contextual translation exercise is the Indonesian sentences are spontaneous, natural, casual, and familiar. The challenge is the students have to translate them into grammatical written English. Although in casual English conversations we hear chunks or phrases of incomplete sentences, in this exercise, the results of the translation have to grammatical and complete sentences. An example of the exercises can be seen in the Appendix.

The following examples of Indonesian sentences are expressed in their English counterparts by using Present Progressive tense:

1. *A: Kalian sedang ada di mana? Lagi ngapain?* ‘Where are you? What are you doing?’
B: Kami sedang duduk di bawah pohon beringin Soekarno. ‘We are sitting under Soekarno Banyan tree.’
2. *Kami mahasiswa EEC dan kami sedang di ruang I/K.07 sekarang.* ‘We are students of EEC and we are in Room I/K.07 now.’
3. *Kami sedang membahas rencana kami pergi ke Bali. Saya belum tahu tanggal pastinya.* ‘We are discussing our plan to go to Bali. I don’t know the date yet.’
4. *Sekarang saya mengerti mengapa dia tidak hadir.* ‘Now, I understand why he is absent.’

In addition to understanding that sentences showing an action or a situation that is in progress, the students need to formulate grammatical sentences in English that have complete NP+VP as the subject and predicate. Sentence number 2 is an example that shows NP + NP can form a grammatical sentence in Indonesian, but when expressing the idea in English, the students learnt that a form of “be” needs to be inserted:

- (5) *Kami mahasiswa EEC*
1pl student EEC
*‘We students of EEC.’
It should be: ‘We are students of EEC.’

Another observation is needed to understand that to be grammatical, we need to add a verb if an English sentence does not have one:

- (6) kami sedang di ruang I/K.07 sekarang
1sg in progress in room I/K.07 now
*'We in room I/K.07 now.'
It should be: 'We are in Room I/K.07 now.'

In the example above, without adding "are," the sentence is ungrammatical. The exercise also helped the students learn about "non-progressive verbs" in English, i.e. verbs that are not used in -ing forms, although the meaning is now or at this moment (sentence number 4).

The following sentences are examples of general truths or repeated actions/habits:

1. *Jam berapa kamu biasa makan siang?* 'What time do you usually have lunch?'
2. *Kamu mirip siapa? Kamu mirip mamamu atau papamu?* 'Who do you look like? Do you look like your mother or father?'
3. *Ketika bertemu banyak orang baru, saya biasa grogi.* 'When I meet many new people, I am usually nervous.'
4. *Saya tertarik belajar keempat ketrampilan berbahasa Inggris.* 'I am interested in learning the four English skills.'
5. *Air mendidih pada suhu berapa Celcius?* 'At what degrees Celcius (or centigrade) does water boil?'
6. *Mereka biasanya tepat waktu. Kenapa belum ada orang di sini?* 'They are usually punctual. Why isn't there anybody here yet?'

From these few sentences, let us draw our attention to the word *groggi* 'nervous.' If many of the students produce **I usually nervous*, it is not surprising. Teachers are familiar with their students' common mistakes, such as **we surprised*, **I shocked*, **he hungry*, **we bored*, **the story interesting*, **the picture colorful*. The reason for these mistakes is the influence of Indonesian. The class discussion is now drawn to "part of speech." These are examples of adjectives. When the students are asked to remember the first rule about English sentences, i.e. every English sentence has to have a verb, some students raised this question: 'How can we differentiate adjectives from verbs?'

My answer is: 'Let us learn these commonly used adjectives as adjectives.' It is true that many English adjectives are derived from verbs, e.g. interest – interesting - interested, attract - attractive, surprise – surprised - surprising, shock – shocked - shocking. When *surprise* is used a verb, it will follow the rules of verbs. For example,

- (7) She surprised everyone in the party (as a verb, a past action)
- (8) She often surprises her friends with her poses in Instagram (as a verb, repeated actions).
- (9) His speech in the opening ceremony was surprising (as an adjective 'mengejutkan')
- (10) I was surprised to hear the news (as an adjective 'terkejut')

Azar (1999, pp235-238) exercise 26 to 29 can be useful to show these participial adjectives.

From the discussion above, a set of translation exercise, which is intended to show the explicit ideas of activities in progress (thus expressed in sentences using Present Progressive Tense), and activities that are repeated, routines, or some general facts or truths (thus expressed in sentences using Present Simple Tense), turns out to lead the

class into discussions about other relevant differences between Indonesian and English. Some of them are discussed as follow:

1. In Indonesian, noun markers are optional (*Ada buku* or *ada sebuah buku*), but in English, nouns need to be explicitly marked singular or plural when it is a countable noun (Not **there is book*, **there are book*, but *there is a book*, *there are books*).
2. English sentences require a verb, and when there is not yet a verb, a verb has to be inserted or “created,” so that the sentences can be grammatical (**We students of EEC*, or **I happy*).
3. There is a group of non-progressive verbs in English and there are verbs that belong to both this group and action verbs. Non-progressive verbs are verbs that are used in –ing form, even though the time is now or at the moment of speaking, e.g. *I know* and not **I am knowing*, *I understand* and not *I am understanding*. Some verbs that can be used as an action verb and a non-progressive verb express somewhat different ideas: e.g. *The soup tastes salty* (as a non-progressive verb that means ‘rasanya’) and *The cheft is tasting the soup* (as an action verb that means ‘mencicipi’). Further examples can be seen in Azar (1999, p.16).
4. Another interesting and challenging point of discussion is Yes/No Questions and Questions with question words. A simple question in Indonesian *Siapa namamu?* Or *Namamu siapa?* cannot be freely expressed in English with the changing question word: *What is your name?* but **Your name is what?*

Comparing asking questions in Indonesian and in English turns out to shed a light how the two languages are different. The inversion of an auxiliary and the subject in English poses another challenge. This is one of the difficult points in the exercise for the students. Many students asked what the difference between *do you* and *are you* is.

The results of question number 2, i.e. Mention some of the basic differences between Indonesian and English you observed from the exercise above, show the exercise invited various kinds of responses from various perspectives. The following is the list of the students’ responses. Some of them have written the answers in Indonesian. I will quote them in English. Their answers were in phrases and sentences.

One group of the same category: The students pointed out the idea of changing time changing tenses in different ways: “the use of adverbs of time influences the sentence; change of verbs; tenses; adding s/es to the verbs in English; there is no verb change in Indonesian, different from English; English has V1, V2, V3, V-ing; there is no past forms of Indonesian verbs; Indonesian does not know tenses; different time means different tenses; time is very influential.” Some of the students noticed the difference in questions: “English differentiates ‘how much’ and ‘how many’ (both are expressed as ‘*Berapa banyak?*’). In Indonesian; structure of questions; there is a change of patterns when the declarative sentences are changed to interrogative/ questions.” The following statement from a student may be debatable: “Indonesian is simpler.” Another main difference the students noticed: “Quantity markers: English has a rule about singular and plural differences.”

These responses show that from the translation exercise about Simple Present Tense and Present Progressive Tense, the students also observed other relevant facts to consider when expressing the ideas in English sentences. Understanding these basic differences is crucial to show the students that after all, they are the ones who have to revise these sentences if they use a translation machine: **You're no where? What are you doing? We were sitting under *a banyan tree Sukarno. *What time did you regular lunch? You're like who? You look like your mother or your father? When meeting new people, I usually groggy.* I copied the first four sentences in the exercise and pasted the

results here. The machine can help us with the vocabulary to a certain extent, but the grammar needs to be reviewed.

Conclusion

Transferring ideas from L1 to L2 may be one of the processes many beginning foreign language learners do. This can be one of the causes that most Indonesian students produce English sentences that are influenced by Indonesian. Translation exercises may sound old-fashioned, because it is associated with the Grammar Translation Method and at the same time, associated with Latin or ancient Greek learning. This study has tried to modify GTM into more contextual and meaningful language learning, so the exercise is called contextual translation exercises.

Teachers can use various techniques to improve the students' mastery of a particular language skill or element. Observing that some common mistakes have been the influence of direct transfer from Indonesian to English, I believe that at the beginning level, students need to have the understanding that there are some basic differences between Indonesian and English. When trying to express their ideas in English, the students need to make some essential adjustments, especially in one of the basic nature of English grammar: tenses.

For future research, other tenses or other grammatical constructions can be the focus of study. Teaching productive language skills by contextual translation exercises can pose other challenges to investigate.

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CONTEXTUAL ENGLISH WITH TECHNOLOGY

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Abstract

Technology should enable us to enhance what we are already capable of doing and make it possible for us to do what was impossible in the past. In terms of education, generally, technology helps us vary the ways we deliver lessons as well as the ways we assess understanding. As the result, technology should then be able to add meaning to what students are learning and values to what students gain through their education. In the context of delivering English lessons, technology gives us choices of methods and tools. It enables us to put English, as the second or foreign language, in the contexts for it to be easily comprehended, the way a language should be learned. That being said, it enables the lessons to be both more interesting as it allows the lessons to be more meaningful and, in its turn, challenging as it makes it possible for us to imagine and practice the use of it in the real life. This workshop will introduce different kinds of technology to be used in creating contextual and meaningful English lessons in order for students to comprehend the language better. By introducing the idea of technology integration in language lessons, participants will be engaged in hands-on activities using their gadgets to try out different methods that they can use in their classrooms.

Keywords: English, contextual, technology, technology integration, methods

Introduction

It is evident that today's students are different with those of the past. Being exposed to technology as soon as they are born, granted the term of digital native (Prensky, 2001) to mark their generation, today's students think, act and communicate differently. The world is also changing around them. What they face these days might have not even been imaginable in their parents' time.

Therefore, it is true that the education designed in the past is no longer relevant for today's generation. Dewey (in Andain and Murphy, 2008: 7) stated that, "If we teach today as we taught yesterday, we rob our students of tomorrow." When teachers refuse to shift their ways of thinking and their ways of teaching and make them relevant with today's challenges, they are not giving enough provisions for students to face challenges in the future. Our education should help students prepare themselves to become a global citizen, to be able to compete globally and not only locally. But, what is global citizen?

Roberts (2009, p. 19) mentioned that these are the characteristics of a global citizen according to a research held by a team drawn from nine countries (Parker, Ninomitya and Cogan 1999):

- a. the ability to conceive of problems in global as well as local terms.
- b. the ability to work with others in a cooperative way and take responsibility
- c. the ability to understand, accept, appreciate and tolerate cultural differences
- d. the capacity to think in a critical and systematic way
- e. a willingness to resolve conflict in a non-violent manner
- f. a willingness to participate in politics at local, national and International level

- g. a willingness to change one's lifestyle and consumption habits to protect the environment
- h. the ability to be sensitive towards and to defend human rights

In order for students to have these characteristics, in order for them to be ready for the future challenges, the 21st Century Learning was developed based on inputs from educators, education experts and business leaders as a guidance that contains skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship.

The first important focus in 21st century learning is the mastery of key subjects and 21st century themes. Key subjects consist of English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. It is obvious that as one of key subjects students need to master in order for them to be ready to face the world's constant changes, English will have to be more than part of standardized assessments. English has to be more than grammatical drillings and tenses memorization. English, on the contrary, has to start being treated as a requirement that together with the other key subjects will empower today's students in facing future challenges.

Therefore, English needs to be taught with the consideration of the learning and innovation skills, which include:

- a. Creativity and Innovation
- b. Critical Thinking and Problem Solving
- c. Communication
- d. Collaboration

With these in mind, teachers need to revisit their methods in teaching English in the classrooms. No longer should form be the only focus in teaching English, as form alone does not promote the learning and innovation skills. Teachers now need to shift their focus on how English should be used as a tool of communication that makes innovation, critical thinking, problem solving, and collaborating possible in the real life.

Discussion

This session will mainly focus on the best practices of technology implementations in English learning. With the limited time, it is impossible to discuss all available examples. Therefore, this session will focus more on ebook creation, digital storytelling, podcast creation, and the use of social media.

Ebook creation

There are many apps created to enable users to create an ebook, but this session will focus on Book Creator produced by Red Jumper. There are some reasons why this is an ideal app to be used in an ebook creation activity in a language learning class. First, Book Creator is now available for different platforms. Although it was first created only for iOS devices, Red Jumper has finally provided the app for Android and Windows gadgets. Therefore, more students will be able to use this app. Second, it is created to accommodate not only text and image, but also video and sound. To make it even more preferable, users can now draw and write using their finger on Book Creator as well as use the comic templates to express their ideas differently. The last reason is that Book Creator produces ebook in two different formats, epub and pdf, thus compatible with different ebook reading apps.

Now, how best can we use Book Creator (or any other different ebook app for that matter) in English classrooms? Here are some examples of what students can create using the apps: Story book, Comic, Event report, Trip report, Proposal, Journal, Portfolio, Look book, Cook book, Book review, and DIY compilation.

Whatever students are creating, it is important for teachers to always make sure that they follow the publishing cycle as shown below:

1. Draft Publication
Students can start with brainstorming ideas, then continued with writing a draft. In this step, teacher can introduce any grammatical skills students need to use in their book.
2. Peer review/teacher review
Peer review can be very powerful. Reading their friend's draft enables students to reflect on their own work. Giving inputs for their friends' work might inspire students to make improvements on their own work.
3. Revisions
Students make revisions on their draft, and then start working on their project.
4. Publication
This can mean publishing the work to the world or in a smaller scale of environment; for example sharing the work among students in a class or a school.

To make the process is even more exciting and challenging, publishing the work to the world should be considered. This can be done by publishing the ebook on the iBooks store using iOS devices, publish it on PlayStore, share the pdf version on blogs or websites, or use the social media to share the ebook and get outsider reviews.

Digital Storytelling

Digital storytelling is a term also known by several other terms, which are: Digital documentaries, Computer-based narratives, Digital essays, Electronic memoirs, Interactive storytelling. As for the definition, "Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories." (online source) the term stories not limited to fictions.

There are several kinds of digital story created, which are arts, health/medical, language arts, mathematics, religion and culture, etc., all of which are created following the same set of steps, such as: Come up with an idea and write a proposal, Research, learn, and explore, and Write a script. What's unique about digital storytelling is that the process takes both digital and non-digital steps and resources. The proposal-writing step, for example, can be done both digital and non-digitally, as well as storyboard creation, script writing, and research.

Sharing is one of the most important parts of this production cycle as it is the reason why students need to do their best in creating their digital stories. Knowing that there are strangers out there who are going to watch the video they create makes them realize how important checking and rechecking are in the production process.

Here are several things that can enhance the final result of the digital story creation process:

1. Emphasize on planning

Writing the proposal, researching, writing the script, and writing the storyboard might sound too complicated at times, but always emphasize on the importance of planning. By doing each step, students can avoid making a big mistake on the final product or wasting too much time thinking what to say during the sound recording process.

2. Use external microphone

Whatever gadget your students use in recording the sound or video for their digital story, always make sure they use external microphone to enhance the quality of the recorded sound.

3. Use green screen

For stories where real backgrounds are impossible to use (location is too far or fictional), green screen might be a big help. Your students can record the video or take the picture in front of the green screen first, then use a photo-editing or video-editing app to change the screen with the planned background.

Podcast creation

Either documenting a role-play, creating a weather forecast or a news programme, producing an audiobook, or used for other creative purposes, creating a podcast can be a great alternative that best suits students who are lack of confidence in speaking. Some students might not be confident enough to perform or even to merely read their work in front of the class; creating a podcast makes it possible for them to still “perform” while staying hidden from their friends’ “prying eyes”.

To create a podcast, similar steps are taken as in ebook creation. Students need to: Draft the podcast, Get peer/teacher reviews, Revise, Produce the podcast, and Share Get feedback. Of course, it is important for teachers to introduce and/or review basic skills before students start creating their podcast. Drilling the tenses or the pronunciation skills can help hinder students making unnecessary mistakes during the recording processes.

The use of social media

It is inevitable that today’s teenagers spend their time on social media more than they do in the real life. They share their thoughts and feelings, express their ideas, communicate with people, and even make more friends on social media. Despite the controversiality of the use of social media by teenagers, using something familiar in their life in the teaching learning activities might has its perks. Below are some ideas of how social media can be used in English classrooms, or beyond classrooms:

a. If (a famous author) could tweet

Assign students to analyze an author’s famous works and then to wrestle the author’s thoughts into 140 characters.

b. Twitter Exit Card

Students are only allowed to leave the class if they can share their thoughts related to today’s topic in 140 characters.

c. Snapchat storyline

Students are assigned to summarize a story or to plan a story in a snapchat template.

d. Blog

Students publish their writings on the blog and get feedback from real world audiences.

These, of course, are only a few examples of how social media or its concept can be applied in teaching-learning activities. More examples can easily be found online and as there is always new social media launched, more ideas can be brought to classroom, too.

Conclusion

It can be concluded that the use of technology makes it possible for teachers to apply teaching methods that promote learning and innovation skills as a part of the 21st century learning. Traditional methods of drilling and emphasizing on grammatical skills are also important, but they should not be the only methods used in teaching English. More methods should be applied to promote English as a tool that support innovation, critical thinking, problem solving, communication, and collaboration.

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PROMOTING STUDENTS' AUTONOMY THROUGH WRITING PORTFOLIOS

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Abstract

This article aims at describing the implementation of writing portfolios in fostering students' autonomy. As the teaching-learning process has come to employ student-centered approach, language learning is considered an active and independent process where students need to be able to manage their own learning. In writing, especially, where students' autonomy plays an important role, teachers are expected to apply suitable techniques to promote autonomy, one of which is portfolios. In addition to encouraging students' independent construction, writing portfolios are also aimed to raise students' awareness of the aspects of good writing. Each student should give their feedback to their peer's work to make the students aware of their writings and able to self-evaluate their own performance. During the implementation, the teachers find some improvements in students' writings, in terms of mechanics, language use, content, and coherence. In order to see the implementation of writing portfolios in promoting students' autonomy, questionnaires are used for triangulation.

Keywords: writing portfolios, students' autonomy, student-centered learning

Introduction

As the education has moved to the concept of student-centered learning, the involvement of student in learning has become the main focus of some research. It is because most experts are in agreement that the result of learning will be the best when the students take an active role in the learning process, including having discussion about what they read, practicing what learn, and applying the concept and ideas the get (Davis, 1993, as cited in Smart and Csapo, 2007). This active learning, which is defined by Bonwell and Elson (1991, as cited in Smart and Csapo, 2007, p. 2) as "anything that involves students in doing things and thinking about things they are doing" requires the existence of students' autonomy.

Student autonomy has been a global issue in the area of English as a foreign language (EFL) education (Benson, 2007; Nguyen, 2012) as proven by the vast research on it conducted by various researchers in Europe and Asian. It is firstly defined by Holec (1981, p. 3 as cited in Nguyen, 2012, p. 1) as "the ability to take charge of one's own learning". In line with this, Little (1991:4, as cited in Xhaferi and Xhaferi, 2011) states that an autonomous student is the one who have some characteristics including having a capacity for critical reflection, detachment, and decision making, as well as taking independent actions and having greater responsibility for their own learning. In addition, they should also be able to find their own learning styles and implement different learning strategies (Thanasoulas, 2000, as cited in Xhaferi and Xhaferi, 2011). Therefore, it is said that autonomy is actually the attribute of a student towards their own learning that somehow can be fostered through some types of practices as mentioned by Dornyei (2001, p. 131) such as resource-based practice, technology-based practice, learner-based practice, classroom-based practice, and curriculum-based practice.

In order to foster the student autonomy in English writing class Sekolah Vokasi Universitas Gadjah Mada, learner-based approach was then implemented through the

implementation of writing portfolio. A portfolio is a systematic collection of students' selected work to be used as an evaluation (Lo, 2010). Writing portfolio was selected because it can record the development of students' language skills throughout the course, so that it shows clearly how the learning process takes place (Oinonen, Uotilla, & Vuorinen, 2015). Portfolio has also been believed to be able to improve learner autonomy. As stated by Hue (2008), portfolio can give chance to students to be involved in the interaction, to collaborate with the teacher and their peers, and to receive feedback and help for their strategy use. Additionally, students are also given a chance to do self reflections and self-assessment by looking at their work collection and the feedback given.

In this particular research, writing portfolio was utilized not only to measure the improvement of learner autonomy, but also to measure the improvement of their writing in four aspects namely mechanics, language use, content, and organization. Not to mention, the process of writing, including brainstorming, drafting, peer-reviewing, and revising were also conducted in order to find out which process that is more influential to the improvement of learners' writing aspects. Therefore, this paper aims to find out whether the implementation of writing portfolio and writing process can improve the students' autonomy and students' writing aspects.

Research Methods

This paper is mainly qualitative in nature in which the data were collected from the samples of students' compositions from their writing portfolio and from the questionnaires. The first data were from 45 students' compositions consisting of the first draft and the final draft in each composition. The compositions were analyzed and scored using the researcher-made writing rubric that was adapted from Hughes (2003, pp. 96-97). The writing rubric covers four aspects of writing, namely mechanics, language use, content, and organization with 1-5 score range in each aspect. The data from students' composition were used to answer the research question whether the implementation of writing portfolio and writing process can improve students' writing skill.

The second data were collected through questionnaires to find out about students' perspective towards the implementation of writing portfolio and its relation to the improvement of their writing and their learning autonomy. The questionnaire consists of 16 questions in which four of them were closed questions and the remaining 12 of them were open-ended questions. The questionnaires were distributed to 45 students via e-mail, but only 38 students return the complete questionnaires to the researchers. Meanwhile, 5 students did not give the complete answer to the questions in the questionnaire, and 2 remaining students did not return the questionnaire. Students' answers to the questions were then counted manually and the reasons they provide for the open-ended questions were classified into some groups.

Discussion

The use of portfolio in the writing process was expected to promote students' autonomy. It allowed the students to give peer feedback, revise, and rewrite their works independently after obtaining feedback from their peers. The students were encouraged to improve their mechanic, language use, content, and organization.

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Table 1. Sample of score before and after peer-feedback

Students	Criteria	Before peer feedback	After peer feedback
1	Mechanics	4	4
	Language Use	3	3
	Content	3	3
	Organization	4	4
2	Mechanics	4	5
	Language Use	2	4
	Content	4	4
	Organization	3	4

The table above shows that the use of portfolio during the writing process improves writing quality. Almost all of the students made improvement after the peer feedback. From the comments given by their peers, they could revise their work before they submitted their final product. The table illustrates the improvement of their compositions in terms of the mechanic, language use, content, and organization. During pre writing process, the students were assigned to make a mind map to guide the writing process. The mind map was used to develop and control their ideas when writing a composition. In the process of drafting, most students still made some errors on mechanics. The students still misspelled some words, missed the punctuation, and failed to use capitalization when starting a sentence. After the peer feedback, the students could correct their mistakes in the mechanics because the peers located their mistakes and they had the chance to correct the spelling, punctuation, and capitalization before submitting the final product as the portfolio.

In addition to mechanics, some students also made significant improvement in the use of tenses and grammatical structures. They were able to correct their work after receiving feedback from their peers. These students mostly failed to construct effective sentences using correct subject verb agreement, noun phrase, word parts, infinitive, and auxiliaries. Their peers had the chance to read the compositions and scan for grammatical errors. The feedback would be used for improvement. The peer feedback actually allowed all students to raise their awareness on their language use. However, some students still made no improvement in the language use because their peers did not give any feedback on this element. The reason was that they did not have the confidence to do so because they were afraid that they gave false feedback to their friends.

The use of peer feedback in writing portfolio also aimed to raise students' awareness on content and organization. The peer feedback helped some students state and develop topic sentence, support the topic sentence with supporting details, and add relevant details to the topic sentence. In addition, the students could maintain the organization of the ideas. They were able to use cohesive devices to connect ideas and show clear transition between the ideas. Before the peer feedback, several students still failed to maintain the progression of the ideas and the organization.

The aforementioned evidence illustrates that the use of portfolio had significant effect on students' compositions in Writing III. The use of portfolio triggered students' autonomy by inviting them to give feedback and self-evaluate as well as self-revise their works. By doing so, they also raised their awareness on the quality of their compositions. Raising awareness during peer feedback is important because it facilitates students' comprehension on what good writing is and allows them to apply the knowledge when

constructing their own compositions and encourages them to rewrite their compositions for improvement (Armbruster & Osborn, 2002, p. 96; Brown, 2000, p. 336).

Students' Opinion on Writing Portfolio, Peer-Feedback, and Learning Autonomy

The research conducted in this paper is descriptive research. Moreover, the data are collected using questionnaire. There were sixteen questions in the questionnaire which consist of open and close questions. It is distributed via email to two Writing 2 classes, in academic year 2015-2016, in which the total number of the students is 45. The amount of the questionnaires which is sent back with complete response is 38 whereas the others are incomplete and not sent back. Thus, we the respondent of the questionnaires is 38 students.

The questionnaire is distributed to find the influence of portfolio to promote the students' autonomy in Writing 2 class. The findings are as the following. (a) Almost all of the students (36) state that by compiling their writing in one book or portfolio, they can monitor their progress. Moreover, their compositions look tidier since they are kept in one book and they could be re-read and reviewed for the sake of not doing the same mistake. The students become more aware of errors and are challenged to make better compositions. On contrary, two students say the opposite that they need other sources as the comparison to see their improvement. (b) Most of them (28) think that they can evaluate themselves by compiling their writing in one book and ten students think differently; they argue that correction or evaluation should be done by teacher or smarter person and they should involve others to get perfect evaluation. (c) Most of the students (30) admit that they actively participate in the learning process by following instructions, accomplishing all tasks, asking questions, doing self-reading to improve their knowledge. Meanwhile, eight students tend to be passive during the learning process. (d) All students (38) mention that they are responsible of taking control their learning process because they want to improve their writing skill improves, to maintain having good grade in writing, and to find suitable writing style for them. (e) Almost all of the students (34) declare that the writing activities stimulate the independent learning because they have been forced to do many writing tasks, self-check and peer feedback, and also presentation. They are also triggered to write creatively and find additional references that support their writing. And, four students comment that since the lectures provide the module for their learning, they tend to be reluctant to find additional materials from other sources.

The aspects of the portfolio applied in the learning process that trigger the students' autonomy are self-evaluation, peer feedback, and the writing process including pre-writing, drafting, and peer feedback, and revising. (f) All of respondents (38) state that the pre-writing activity helps them to write the draft of their writing. (g) Most of them (30) agree that the peer feedback (feedback given by their friends) help them to recognize their writing mistakes and 8 students say that they don't agree. (h) The most common mistakes they make are dealing with language (grammar) and followed by mechanics, organization, and then content. (i) Most students (more or less 30 students) admit that the writing process (pre-writing, drafting, giving feedback, and revising) can increase their *content*, Mechanics, language (grammar) and organization mastery. (j) Thirty two students think that the feedback given by their friend help them to revise their draft and make better final draft, but 3 student think the opposite. (k) Some of them (24) find difficulties in giving feedback toward your friends' work and some (14) don't. They say that it is difficult because they afraid of making their friends' work worse. As the result, (l) only twelve students think that they need to implement different strategies in

writing. It means most of them (26) implement the learning strategies, like what they have in the classroom, which is portfolio to increase their writing score.

Conclusion

The implementation of writing portfolios is proven to be significant in fostering students' autonomy and in enhancing students' writing ability. The aspects of the portfolio applied in the learning process that trigger the students' autonomy are self-evaluation, peer feedback, and the writing process including pre-writing, drafting, and peer feedback, and revising. Moreover, the writing aspects which improve a lot are mechanics and language use, whereas, the improvement in content and organization is not that significant.

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IMPROVING BUSINESS COMMUNICATION BY ASSIGNING A BUSSINESS MEETING PROJECT TO ACCOUNTING STUDENTS OF STATE POLYTECHNIC OF MALANG

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Abstract

Content-Based Instruction and project work significantly have been considered at this time being because the learning focuses on the real-world subject matters. It uses a model of student-center learning in which the students put in a team working. The project integrates the language's skills while the assessment focuses on the process followed with a product. Content-based projects are believed to help learners develop both language skills and better knowledge of the world (Stoller, 2002). While, for projects itself, Stoller stated that project would make classrooms becoming "vibrant learning environments that require active student involvement, stimulate higher-level thinking skills, and give students responsibility for their own learning" (2002, p. 107). The purpose of the study are to see: a) the students' motivation on learning English, b) the students' involvement in the English learning related to the beneficial of students-centeredness. The study uses a descriptive method which is based on a questionnaire. The questionnaire is composed of 13 questions that asking about students' language ability and students impression on the model implemented. The questionnaire is administered to the subject of 52 students of the Accounting Department-State Polytechnic of Malang who were learning in the second year of the forth semester – 2015.

Keywords: improving, business communication, business meeting project

Introduction

Content-Based Instruction and project work significantly have been considered at this time being because the learning focuses on the real-world subject matters. It uses a model of student-center learning in which the students put in a team working. The project integrates the language's skills while the assessment focuses on the process followed with a product. Content-based projects are believed to help learners develop both language skills and better knowledge of the world (Stoller, 2002). While, for projects itself, Stoller stated that project would make classrooms becoming "vibrant learning environments that require active student involvement, stimulate higher-level thinking skills, and give students responsibility for their own learning" (2002, p. 107).

Background of the Study

Learners typically spent years of learning English and yet many of them were still unable to use the language effectively. They often knew a good deal about the language but were unable to use this knowledge to communicate appropriately and effectively outside the classroom. Students had a basic foundation of language knowledge but they did not know how to put that knowledge to active use.

A teacher, however, can create an ideal classroom situation by introducing a strategy in which the emphasis is on the student. The use of the strategy would lead to a greater sensitivity to the language learning process on the part of students and would

make students to be more independent, critical thinkers, and lifelong learners which are called Project Work.

Project work is a valuable addition to preserve teaching because it possesses the following characteristics, as described by Stoller (2002):

- a. a focus on content learning, real-world subject matter, and topics of interest to learners
- b. student-centeredness
- c. an emphasis on cooperation, which leads to different modes of interaction adopted by students during the work
- d. authentic integration of skills and processing of information from various sources
- e. both a process and a product orientation, which allows learners in the EFL context to develop their language proficiency while cooperating at different project stages
- f. motivation and stimulation that lead to a confidence, a self-esteem, and an autonomy.

While Business English instruction can prepare students for jobs in international business or improve their current English level for the students' communication. In line with the background of the study, the formulated research problem is "How can students' business meeting's performance improve students' communication skills?"

Discussion

A lot of advantages are obtained by project work for foreign language settings. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). Furthermore, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006:27). Students' autonomy is enhanced (Skehan, 1998), especially when they are actively engaged in project planning. A further frequently mentioned benefit relates to students' increased social, cooperative skills, and group cohesiveness (Coleman, 1992; Papa Giannopoulos et al, 2000: 36-37).

Project Work also improved language skills (Levine, 2004). Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Haines, 1989) and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-schools contexts, and to foster learning to learn (Brown et al, 1993). While activities are 'Anything students are expected to do, beyond getting input through reading or listening, in order to learn, practice, apply, evaluate, or in any other way respond to curricular content' (Brophy and Alleman, 1991), authentic activities are tasks with real world relevance and utility, "that integrate across the curriculum, that provide appropriate levels of complexity, and that allow students to select appropriate levels of difficulty or involvement" (Jonassen, 1991), as quoted in Herrington et al, 2003). Among other characteristics, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome (Reeves et al, 2002). In addition, project-based learning provides opportunities for "the natural integration of language skills" (Stoller, 2006:33).

A further benefit is that because project work progresses according to the specific context and students' interests (Kriwas, 1999:149), students have enhanced motivation, engagement and enjoyment (Lee, 2002). From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest,

motivation to participate, and can promote learning (Brophy, 2004). Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman, 2000:149).

Another benefit relates to the development of problem-solving and higher order critical thinking skills (Allen, 2004). These skills are very important, since they are life-long, transferable skills to settings outside the classroom.

Finally, according to Dornyei (2001:100-101), among other potential benefits, project work encourages motivation, fosters group cohesiveness, increases expectancy of success in target language, achieves “a rare synthesis of academic and social goals”, reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions.

Teacher role in project-based learning

Effective project-based learning requires the teacher to assume a different role (Levy, 1997). The teacher’s role is not dominant, but he/she acts as a guide, advisor, coordinator (Papandreou, 1994), and facilitator. In implementing the project method, the focal point of the learning process moves from the teacher to the learners, from working alone to working in groups.

The Implementation of the Project work in Business Meeting;

Stage 1: Introduction

- a. Dividing the class into groups
- b. Introducing the topic and the sub topics to the students
- c. Introducing the steps the students have to do
- d. Giving the picture of the power points the students made for the presentation
- e. Discussing the project among the member in the group

Stage 2: The project activities

- a. The students distribute the responsible for each member in the group
- b. The students start doing their responsible
- c. Time consultation for the first preparation of the project-draft

Stage 3: The project activities

- a. Creating the dialogue for the business meeting
- b. Setting the room for the presentation (change the classroom into a company’s atmosphere)
- c. Giving consultation time

Stage 4: Students Presentation and Evaluation

Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia, 2006:82). Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation.

Each group had a goal and motivation to work toward the goal, and the teacher checked the progress of groups at regular intervals, providing progress and corrective feedback. The third stage included the gathering of information from a variety of sources.



Figure 1. A sample slide of the students' work on powerpoint

The study uses a descriptive method which is based on a questionnaire. The questionnaire is composed of 13 questions that asking about students' language ability and students impression on the model implemented. The questionnaire is administered to the subject of 52 students of the Accounting Department-State Polytechnic of Malang who were learning in the second year of the forth semester – 2015.

Goals of project work

The aim was to make the students practices of their English communication in discussing their major subject perform in a business meeting.

The specific aims were:

The cognitive aims are to help students learn about their major subject into English, to help students realize the significance of the natural environment outside the class in relation to the sustainable of the topic's learning, to improve students' reading, writing, listening, speaking, vocabulary skills, and communicative competence. The emotional aims are to sensitize students about the problems connected with the topic's learning and to foster respect about the collaborative efforts of the member. The psychomotor aims to acquaint students with observation and research and to foster the development of curiosity and observation skills to students.

Benefits from project work

Most cognitive, emotional and psychomotor aims of project work were achieved by the majority of students. More specifically, in relation to language skills, most learners' willingness to participate in learning activities increased. They were more eager to experiment with new language.

At the end of the school term, most students showed an improvement in all four language skills. Their speaking and listening skills, in particular, had the greatest improvement. This was particularly important, since it is not uncommon for students to have good knowledge of the linguistic system of the target language, but little listening comprehension and speaking skills, because they are not provided with opportunities to participate in real and authentic communication activities.

As far as motivation is concerned, findings seem to support the view expressed in many studies that project work results in enjoyment and sense of self-esteem (Levine, 2004). For some students with low performance, however, increased self-

esteem seemed to last only for the duration of the project. It seems, therefore, that project work alone cannot adequately address issues of self-esteem. Most importantly, however, most students seemed to have developed intrinsic motivation, participating in learning activities for “the spontaneous feelings of interest and enjoyment” (Deci and Moller, 2005:582). In addition, students gathered a wealth of information from a variety of sources; books, and the internet. These findings are similar to findings suggesting the development of content knowledge through project work (Gu, 2004). Most students’ communicative competence developed, mainly discourse competence, that is, the ability to connect sentences to form a meaningful.

. Their social skills and collaborative skills improved dramatically, which is consistent with findings in other studies (Coleman, 1992). After the project work students knew that being a team member entailed certain obligations, most of them developed skills for solving in-group conflicts, and learned to be responsible in relation to the roles assigned to them. Most importantly, all students, regardless of language performance, or motivational intensity seemed to have developed their cooperative skills. Also, their computer skills improved, mainly, the ability to use the internet to search for information.

Difficulties encountered

The most serious problem related to the fact that students were not familiar with group work. At the beginning, although clear roles for group members were assigned, some students dominated the work, while others did little work. Finally, some students had difficulty accepting the new role of the teacher as a facilitator and coordinator, and not as a source of knowledge and provider of solutions.

Conclusion

The teachers who implemented the project stated that the students experience gained was extremely important. Despite problems of school infrastructure and resources available, and lack of experience in project work, the students’ initial fears and insecurity were finally overcome. The students evaluated positively.

The teacher is indispensable source of inspiration and encouragement, a “living example” to students. In addition, knowledge of modern teaching methods and willingness to experiment with non-traditional teaching practices are powerful tools for the achievement of teaching aims, such as increased motivation, interest, and performance in the hands of teachers in the context of English as a foreign language instruction.

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INSTRUCTION AND STUDENTS' INTERACTION IN ONLINE LEARNING CLASSES AT BINUS ONLINE LEARNING

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Abstract

Technology has made no limit for people in accessing education such as by e-learning or online learning. This method of learning does not force the participants or students gather in a classroom physically, rather they come virtually. They can access the learning material and communicate with lecturer or classmates anywhere and anytime by using their gadget connected with the internet. This paper is aimed to describe how the instruction is developed at BINUS Online Learning English classes and to describe the class interaction. Moreover, it is to describe the use of Learning Management System (LMS) in class interaction. The instruction in the LMS needs to design in a specific way to make the students feel like they are in the real class. A questionnaire was distributed to two classes to find how they used the LMS, how they felt about the instruction and interaction in the virtual class. The result shows that the LMS, the class instruction and interaction support their learning. Moreover, they felt that they were in the real class although it was a virtual one.

Key words: technology, online learning, instruction, Learning Management System.

Introduction

Technology has made people have broadened experiences and unlimited sources to learn things. It also has made people access education in no limit access. In the past, education referred to the schools with physical buildings and classrooms. Students and teachers gather in the same building or classroom and have teaching learning activities. However since technology has given phenomenon to let people have education virtually, they can have education through e-learning or online learning.

The two systems of learning are almost the same in which both use technology in the process of teaching learning. E-learning commonly defines as being accessible using technological tools that are web-based, web-distributed, or web-capable (Moore at all, 2010). E-Learning does not only cover content and instructional methods delivered via CD-ROM, but also the Internet. On the other side, Moore also defined that online learning is an activities to access to learning experiences via the use of some technology. Both Benson (2002) and Conrad (2002) in Moore (2010) identified online learning as a more recent version of distance learning which improves access to educational opportunities for learners. The way how the online courses delivered through the internet entirely over the Internet, and hybrid or blended learning combines traditional face-to-face classes, learning over the Internet, and learning supported by other technologies (Nguyen, 2015).

More people are getting interested in joining this online learning because it gives the flexibility for them to access the education. They can arrange their convenience time for accessing the courses in between their hectic days of working or duties. As previous research said that those who joined the online learning get the advantages not only the flexibility but also the opportunities to access global recourses and create collaborations.

Knowing that online learning is becoming the alternative of achieving education, and BINUS University has started its Online Learning in 2008, this paper is aimed to describe

how the instruction is developed at BINUS Online Learning English classes and to describe the class interaction. Moreover, it is to describe the use of Learning Management System (LMS) in class interaction.

Method

This research is a description of BINUS Online Learning which has some specification in its Learning Management System. Since the discussion is about the English Classes, it is supported with the experiences of students joining English classes via online learning.

A questionnaire was distributed to 32 students in two classes joining English for Business Presentation course and English for written Business Communication course. They were Indonesian students who worked and stayed in Qatar, Abu Dhabi and Saudi Arabia in the Middle East. The questionnaire consisted of two types of questions; close and open ones. The questions were aimed to know the idea of LMS, classroom interaction and instruction. The open question is mainly asked the developing comment from the students for the better English course.

Finding and Discussion

Binus Online Learning program has been started in 2008 with the idea that many people do not have opportunity to get good education because of some limitation such as distance, business and other activities. Those limitations make them disable to join the regular classes which force them to attend the class physically. By joining Binus Online learning students are invited to take the journey of independent but structured learning.

To facilitate the learning process, BINUS has developed its Learning Management System (LMS) in which students can access the material, lecturer's notes and multimedia. Students are able to download them and learn from them. It is also supported with some online resources for the students to access unlimited knowledge. This LMS is also equipped with three types of forum; classroom, group and personal ones. The classroom forum is used to discuss material every session for all class members with the lecturer. Each student has to give an opinion(s), question(s) and comment(s) in each topic and sub topic. Their comments are used as their attendance in the class. Group forum is used for each group to discuss group assignments. This forum is prepared for collaborative learning among the group members. Personal forum is prepared for each individual to communicate with other member of the class or the lecturer personally.

LMS also provides quizzes for the students for assessment. Students will be given quizzes in a period of time. These quizzes normally are for 30 minutes online. Students should access the quizzes and answer the questions. Moreover, this LMS provides an assignment to do every week. The students enable to download the assignments and later they have to upload them in a certain period of time.

To provide the real classroom situation virtually, BINUS online learning provides Video Conferences (VICON) and Telepresence. Video conference (seen in picture 1) is the application used by the lecturer and students to meet virtually but interactively at the same time which can be accessed from different place. In this time, participants in the video conference are able to share audio and video as well as share the material or screen. Sharing audio means that all can hear or listen, not only for the lecturer's voice but also for all participants'. However, for sometimes, a lecturer will ask participants to mute the speaker to avoid crowd. Only those who are asked to speak can unmute the speaker. Sharing the video means that all participants are able to share their video in which all can see the face of one another. It is very important to know one another facial expression to feel that all participants in the 'real' class although it is virtually. Sharing files means that

besides the lecturer, all participants are able to share their files in turn. This sharing sessions enable all the participants discuss the material not only from the lecturer's sides. Sharing the screen refers to activity that one of the participants is able to share his/her screen and not only file. All participants are able to see whatever appears on the screen of the one share his/her screen. In this part, it is possible for the owner of the screen to change or modified the file opened.



Figure 1: Video conference



Figure 2: Telepresence

Telepresence (seen in figure 2) is available during the class session at Binus Online Learning. It refers to the activities where the lecturer and students gather in a certain place with the special equipment. For example, the lecturer is in Jakarta and the students gather in a certain place like in BINUS University Learning Community in Semarang, Palembang or Malang. This telepresence enables all participants to join together to discuss all material or review material.

Class Instruction

The class instruction refers to how the English class is designed for BINUS Online Learning students. Since there are certain objectives for students joining the English classes, there should be specific instruction so that students will be successful to join the course.

As it has been mentioned previously that LMS provides things needed for the students in general to join the course. For English class, the first important thing is the support and resources. To give the support and resources in this English course, all material, lecturer's notes, multimedia and recourses have been uploaded in the LMS for this course. The second is online organization and design. In this part, the syllabus for the course, objectives and the targets are prepared and placed in LMS as well as the instruction in each session. The schedule for each session is clearly defined including the schedule for final project. Each session of the class material is organized in logical format.

The next important thing as the class instruction is timeline for students' participation. This part is a need to make sure that students in this English class know detail activities and take participation in a class discussion. To have a good discussion, an introduction about faculty member who will be the lecturer during the course taken is also important. This introduction will help the students know who will assist them to learn during the process of completing the course.

Class Interaction

Class interaction is designed to make students feel like they are in the real class although they are in online classes. The interaction in the class is started at the first 'meeting' via video conference. There is a compulsory that each member of the video conference to introduce themselves so that they know and are familiar with the class members. After the introduction, the lecturer as the facilitator will start to be the role model of the students in the virtual classroom. The lecturer as the facilitator also has to share the netiquette to make sure there is an agreement about how the class should be.

Besides, as the facilitator, the lecturer has to record and tracked the participation of students in every week session and s/he has to make sure that the learning objectives are integrated in the learning activities.

To enhance students' learning, some materials are prepared, including audio and video presentation. From these activities, students are hoped to learn more. In this class, a discussion forum is prepared. Ever week, a lecture will give a thread in this forum and the students will comment the thread. In this part, all the participants in the class will have discussion in LMS.

Another class interaction happens when students are asked to do some assignments. It can be a group assignment or individual one. For the group assignment the students in a group are able to use the LMS group forum facilities. From these facilities, the students are exposed to do collaboration and are exposed to use in English in with peers. Not only exposing the language, this forum also gives opportunities for students to interact other member of the group with different experiences and background.

The class interaction can be developed more in the video conference and telepresent meeting. In English class, there are at least four times to have video conference and/or telepresent meeting. From these activities, a lecturer will share knowledge and teaching like there in the real class. The interaction is truly alive and like the real class rather than a virtual class. Participants have to practice their English since the only language used in the interaction is only English.

Students' opinion on Online Learning English Class

To find out the students' opinion about the class instruction and interaction, below are the results of their opinion. From 32 students in two classes, as it is shown in chart1 that none disagreed or strongly disagreed that the LMS was difficult, rather almost all agreed that LMS for the English class is easy. Almost all also agreed that this LMS give detail information or instruction for them to follow. All agreed that this LMS support their learning and enable them to practice English and discuss material.

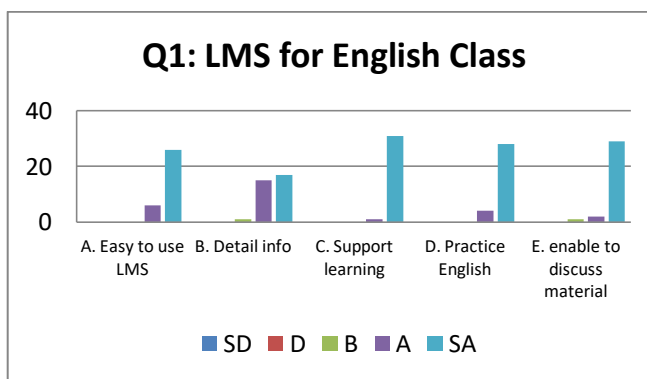


Chart 1: LMS in English Class

The next discussion is about whether their feel that video conference and telepresence are their real class. Chart 2 shows that all students agreed that video conference is the real class at Binus Online learning. All agreed that video conference is the real class where they can meet all participants. They also agreed that they can meet their lecturer virtually as well as meet their classmates. When they were joining the video

conference, they agreed that they could discuss the material with the lecturer and the participants in the class.

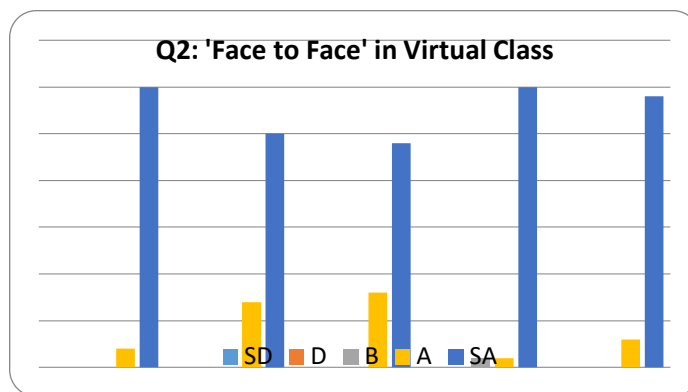


Chart 2: Video conference as the virtual class

Chart 3 discusses the class Instruction in the English class. This questionnaire is aimed to find out whether the instruction is clear or not. From the chart it can be seen most of them strongly agreed that the instruction in this online class was clear and easy to follow. When they have to see deeper ideas of each session, all agreed that the instruction in each session was clear and the instruction for assignment and final examination were also clear.

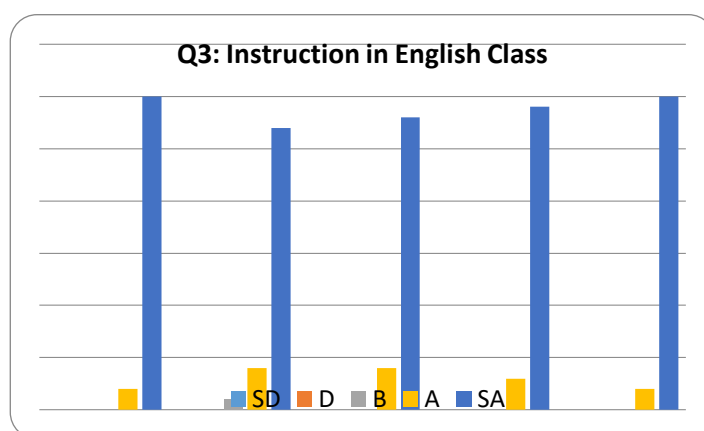


Chart 3: Instruction in English Class

The last closed question is about the Interaction in English online classes. Chart 4 shows that they agreed through video conference they had good interaction among participant in the class. Moreover, they agreed that they could have interaction with the group member as well as the lecturer. They felt that Video conference support the interaction in the virtual class. Almost all they felt that they really got the experiences of classroom although it is only a virtual class.

To support the result of the close questions, participants are asked to give developing comment. All comments they gave were positive. None is negative. Most of them felt that they really had a real class instead of virtual class. They enjoyed the class well and got the advantages in joining BINUS Online Learning. Only one suggested adding more video in each session for better understanding.

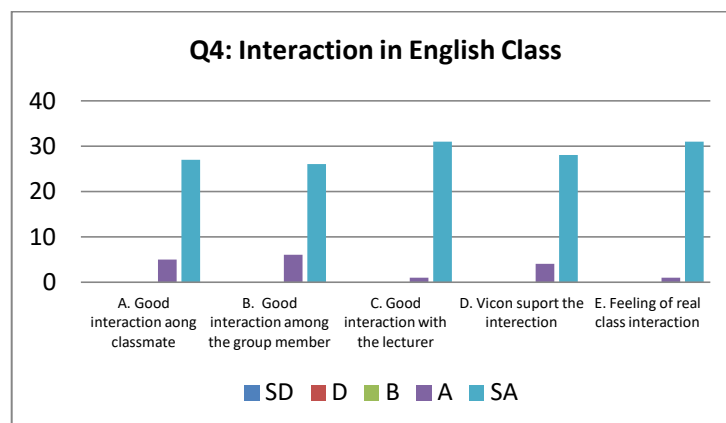


Chart 4: Interaction in English Class

Conclusion

From this discussion, it can be concluded that the instruction in English classes in BINUS Online learning has been developed well. This good instruction gives the impact for the students to enjoy joining the course from the beginning cashbox the end of English class sessions. The same as the instruction, the interaction among participants are good that let all participants can communicate either with the classmate, group member or the lecturer. They can communicate well with no barrier when they join English BINUS Online Learning classes.

LMS, Video conference and telepresence are tools to create the learning process in online learning classes. Through those tools they felt that they really have a class not only all online.

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THE COMPONENTS OF CRITICAL THINKING SKILLS AND STUDENT'S VOICES IN L2 UNDERGRADUATE ARGUMENTATIVE ESSAY

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Abstract

There are some skills considered important for students, they are skills are life and career skills, learning and innovation skills, and information-media-technology skills. In learning and innovation skills, critical thinking is one of the primary issues that should be the goal of focus in the field of education. In order to be a critical thinker, students have to express their own perspectives to respond any issue through communication without any force from other people is called as student voices. This study aims to find out the components of critical thinking skills, students' voices and the degree of agreement from students toward those skills in argumentative essay. This study was conducted in EAP Class in one of university in Jakarta. This study employed a qualitative method and nine out of 164 students were selected to participate. The data was collected through argumentative essay documentation and interviews.

Keywords: critical thinking skills, students' voices, argumentative essay

Introduction

In the 21st century era, there are some skills considered important internationally. The challenges of future job requirement, economic world factors, and information and communication technology development are some factors that entail students to acquire particular skills (Bellance & Brandt, 2010). According to Bellance and Brandt (2010) there are three substantial skills that students need for their future life, they are life and career skills, learning and innovation skills, and information-media-technology skills.

In the part of learning and innovation skills consist of collaboration, critical thinking, innovative, creative thinking, problem solving, and communication skills. Among those skills, Al Saradgah (2014) stated that critical thinking is one of issues that should be the focus in the field of education. A critical thinking is crucial because students have to apply it in the learning process, such as developing deep understanding to the learning material in classroom, understanding opinions and belief of others and evaluating the material in a classroom. Some studies had affirmed that critical thinking has an impact on students' academic achievement (Azizollah & Mohsen, 2013). In addition, it is important for college students to develop their critical thinking to succeed in academic activities, such as doing discussion, writing a research paper and writing an academic essay and facing knowledge-based society in the job field (Hashemi, Behrooznia, & Mahjoobi, 2014).

However, the concept of critical thinking is not a new idea in the field of education and it is acclaimed by Dewey (in Giancarlo & Facione, 2001) who presented that teachers have to consider the development of children's logical mind during learning process (Giancarlo & Facione, 2001). Brown (in Giancarlo & Facione, 2001) also added that students are encouraged to find out their understanding and to develop it into new knowledge. Therefore, the facts that critical thinking develops students' certain skills lead

to the current definition, where critical thinking defined as the ability to use complex system thinking, analyzing and evaluating other's arguments, making inference using inductive or deductive reasoning, judging or evaluating, making decision or solving problem, and synthesizing between information and arguments (Bellance & Brandt, 2010).

Ramanathan and Atkinson (in Alagozlu, 2007) suggested that in order to be a critical thinker, students have to express their own perspectives to respond any issues around them through communication without any force from other people, it is called student voices or self-voices. In addition, according to Stapleton (in Alagozlu, 2007), there is a strong relationship between critical thinking and student voices. Furthermore, he explained that the concept of voice has become one of language factors and rhetorical styles that are considered as an important part of writing and communicating. Therefore, Stapleton (in Javdan, 2014) emphasized that the aspects from the concept of voice are necessary at the higher level of academic writing.

In line with the notion of critical thinking and students' voices, for college students developing writing skills is not only academically important, but also professionally crucial in facing global competition (Hashemi, Behroznia & Mahjoobi, 2014). Students who are not successful in developing their writing skills, have more difficulties in articulating their opinions, ideas, and analyzing people arguments, so that it will be difficult for them to communicate persuasively with peers, colleagues, co-workers, and the community at large (Hashemi, Behroznia & Mahjoobi, 2014). Hence, in school, students are prepared to have a good comprehension in writing skills and this study-takes argumentative writing as the research object since it is considered as an important skill during the school years and after (Hashemi, Behroznia & Mahjoobi, 2014), this text gives students chance to convey their ideas toward given issues as the theme of essay and it is rhetorical text form in which students exercise their ability to persuade people through written communication.

Some previous studies related to critical thinking components and students' voices in students' argumentative essay had been conducted in the field of education. Helms-Park and Stapleton (2003) conducted a research to know the relationship between first language learner (L1) feature of voices and the writing quality of second language learner (L2). In order to know the relationship, they made a framework to evaluate the essay which consists of four components of voices, they are assertiveness, self-identification, reiteration of central point and authorial presence and it is named Voice Intensity Rating Scale (VIRS). The result of study showed that there was no significant correlation between the result of VIRS and students' writing quality and vice versa.

Some previous studies only focus on elaborating one variable in the discussion part either critical thinking or students' voices components and find out the students' perception through survey questionnaire. Therefore, this present study tries to investigate the components of critical thinking skills and students' voices in balance. In addition, inspired by Stapleton, this study also tries to explore the degree of students' agreement toward the importance of critical thinking skills and students' voices in their argumentative essay to know whether they know and aware about it or not.

Research Methodology

This research applied qualitative method approach to answer the research questions. Ary et.al (2010) explained that qualitative method goal is to find out in-deep understanding of a phenomenon more than just a numeric data description. In this research focus on document analysis to find out the reflection of critical thinking skills and students' voices components in students' argumentative essay.

Research Participants

The total number of students of this research was one hundred and sixty-four (164) in EAP class, cohort 2014 in academic year 2015/2016. There were nine students chosen for the participant of this study because their argumentative essays presented in the highest, middle and the lowest rate of students' voice components through the essay evaluation process using VIRS (Voice Intensity Rating Scale). The process of choosing the participants began with documenting all the students' argumentative essays from EAP (English for Academic Purposes) class and then evaluating the essays based on the rubric of VIRS (Voice Intensity Rating Scale) (Helms-Park & Stapleton, 2003). The second process is evaluating all the argumentative essay by two coders which applied inter-coder reliability.

Data Collection and Analysis

This study used two techniques to gather the data, they are documentation of students' argumentative essay and interview. This study used Voice Intensity Rating Scale (VIRS) rubric to evaluate and analyze students' argumentative essay. Furthermore, in depth analysis of critical thinking skills was used the framework of critical thinking components based on the theory of critical thinking intellectual standard by Bassham et.al (2013) and five elements of critical thinking to evaluate written text by Stapleton (2001). For interview, the interview questions were adapted from the nine-item questionnaire of critical thinking and students' voice components by Stapleton (2002).

Discussion

The discussion is classified into three parts; the components of critical thinking skills, the component of students' voice and the degree of agreement from students toward the importance of critical thinking skills and students' voice in argumentative essay. The findings gained from document analysis and interview linked with theories to address and answer the research questions.

The Components of Critical Thinking Skills

This subchapter presents the explanation of each component in critical thinking skills in students' argumentative essay which are divided into two parts, namely critical thinking intellectual standard and critical thinking element skills. This study elaborated the findings from student M.2 and student M.3 who have reflected all the components of critical thinking skills in argumentative essay. The elaboration and discussion based on students' argumentative essay. The details explanation of each component is elaborated as follows:

Critical Thinking Intellectual Standard

This subchapter presents the discussion of first part components in critical thinking skills by Bassham et.al (2013) which consists of clarity, precision, accuracy, relevance, consistency, logical and correctness, but this journal will only review two of them. Furthermore, the discussion of critical thinking intellectual standard elaborated as follows and the keywords of component are indicated by bracket [].

1) Clarity

The first standard is clarity. Based on the result of document analysis, there are seven students who are able to show clarity in their essay. However, this study elaborated the element of clarity from student M.2 and student M.3. Both student M.2 and student M.3 are able to state their ideas clearly in their argumentative essay. Below are the transcript of their sentences:

“Video games are [not to be blame]; there are other factors that trigger the tragedy including parents, society, environment, and the laws.” (Student M.2, transcript m.2)
“People who play violence video games [have a big chance to act aggressively because overplaying], the content of game, and physical, emotional effect of play game.” (Student M.3, transcript m.3)

2) Precision

There are seven out of nine students are able to draw detail information in their argumentative essay. Student M.2 and student M.3 as the subject discussion here have written precisely some information in their essay. The transcripts of their argumentative essay are presented as follows:

“Yes, but there are plenty of video games that are really educative such as Legend of Zelda, Ace of Attorney, Mine craft, Cooking Mama, and more. There are [specific games] for young child so they will learn something that is useful for their growth. [Take Zelda as an example], it is a game with lots of puzzles and mazes that can increase the knowledge and the way of the child thinking” (Student M.2, transcript m.2)

“However experimental studies in field and [laboratory settings] generally find that brief exposure to violent video games increases aggressive thoughts, feelings, and behaviour. [For example, one laboratory study] assigned children and college students randomly to play either a children's video game that involved shooting cartoon-like characters or a nonviolent children's video game.” (Student M.3, transcript m.3)

Critical Thinking Skills Element

This subchapter presents the second major component in critical thinking skills by Stapleton (2001) to evaluate written text, they are arguments, reason, evidence, refutation, and conclusion, but this journal will only review two of them. The elaboration of each component as follows and the keywords of each component are indicated by bracket [].

1) Argument

The first element skill in this second major component is argument. Based on the result of document analysis, all students succeed in delivering their arguments. In argumentative essay, this element is the focus of writing, hence both student M.2 and student M.3 have successfully delivered their argument in the essay. Below are the sentences from their essay:

“Prohibiting in term of not allowing any activities to play video games [is not a good decision].” (Student M.2, transcript m.2)

“Too much playing violence video game [can initiate the children to act like what they see] in the monitor” (Student M.3, transcript m.3)

2) Reason

The findings present that all students are able to provide reasons for their arguments in the essay. Here are the transcripts from student M.2 and student M.3:

“Children in the state of growing and everything they see, they will try to mimic it. Yes, but [there are plenty of video games that are really educative] such as Legend of Zelda, Ace of Attorney, Mine craft, Cooking Mama, and more.” (Student M.2, transcript m.2)

“Why? [Because] they see it continuously and become habit.” (Student M.3, transcript m.3)

The Components of Students’ Voices

This subchapter presents the detail of explanation for each component of students’ voices and this study elaborated from the representative of each group level, they are student H.1, student M.2 and student L.3. There are four components for students’ voices in argumentative essay, namely assertiveness, self-identification, reiteration of central point and authorial presence the keywords of component are indicated by bracket []. Following are the details for each component:

1) Assertiveness

The first component in students’ voice is assertiveness. The findings show that there are six students reflected strong assertiveness, two students reflected fair assertiveness and one student reflected low assertiveness in argumentative essay. Below is the transcript from the student H.1 in the high level intensity, student M.2 in the middle level intensity and student. L.3 in the low level intensity of students’ voice.

“Most of them told that video games contribute in youth violence. While it is [totally] wrong...” (Student H.1, transcript h.1)

“Children [do not really] understand the age restriction of a game, they will play whatever they think fun...” (Student M.2, transcript m.2)

“The fact is in Indonesia youth play the violent video game, but the cases about violent video is rare in Indonesia. [It does not mean] the violent video game has all positive impact..” (Student L.3, transcript l.3)

2) Self-Identification

The second component is self-identification. Based on the result of analysis, there are three students achieved ‘strong’, two students achieved ‘fair’ and four students achieved ‘low’ for self-identification in their argumentative essay. The transcripts to present the self-identification example in students’ argumentative essays are presented as follows:

“[I] am not going to argue that violent entertainment is harmless. [I] think it has helped inspire some people to real-life violence. [I] am going to argue that it’s helped hundreds of people for everyone its hurt, and that it can help far more if we learn to use it well (2000).” (Student H.1, transcript h.1)

“Video games [are not to be blame]; there are other factors that trigger the tragedy including parents, society, environment, and the laws.” (Student M.2, transcript m.2)

“So [based on] this constitution, only selected people that can having gun in their pocket. Moreover, no students bring gun to the school because of high potential in their home there is none of gun.” (Student L.3, transcript l.3)

The Degree of Agreement from Students Toward the Importance of Critical Thinking Skills and Students’ Voices

The analysis for the degree of agreement from students of the data interview divided into some categories, which are students’ degree of agreement toward the importance in

stating clear opinion and taking a side, the importance of giving data and/or reason to support argument, the importance of providing anti-thesis/refutation in the essay and the importance between being objective or subjective in writing argumentative essay. However, this journal will only explain two points of them.

- 1) Students' degree of agreement toward the importance in stating clear opinion and taking side

In the interview session the participants were asked the question "Do you think it is important to state your opinion clearly and take a side when you write an argumentative essay? Yes/No. Why?" this question is related to the issue of clarity, assertiveness and authorial presence in students' argumentative essay to deeply find out about their tendency in conveying their viewpoints (Stapleton, 2002).). The result of interview session shows that all students agree that it is important to state and explain the argument clearly to make the reader understand about the issue being discussed. Following are some transcripts from the interview result:

Student H.2: eee, I think it is important why?, eee...from our opinion we can show our skills and/or how good we can analyze a certain issues. (Student H.2, transcript h.2)

Student H.3: Yes it is, I agree if we should give our opinion to the readers about our perspectives, our opinion toward the topic of violence video games, automatically this is what we really need. This is to make the readers know the writer's purpose, what the essay talking about.. (Student H.3, transcript h.3)

- 2) Students' degree of agreement toward the importance of giving data and/or reason to support argument

In order to find out the response from students about their agreement toward the importance of giving data and/or reason to support their argument in argumentative essay, the question given was "Do you think it is important to support your argument with data and/or reason? Yes/No. Why?" this question related to the components of critical thinking skills which are accuracy, evidence, reason and logical correctness (Stapleton, 2002). The result of interview session shows that almost of students agree that data and reason are important to support their arguments in the essay. However there is one student that fairly agree to give the data and reason in the essay. Following are some transcripts from the students' response:

Student M.1: it is important, because it is an argumentative essay so when we give our argument is not only an argument, but we have to provide some facts to strengthen our argument, so then our essay will be more valuable not only a nonsense that everyone can said, but the truthiness or the supporting ideas have to strong. (Student M.1, transcript m.1)

Student L.1: perhaps is not all, it is better for all, but not for some arguments that have a little impact because it will consume a lot of time. Then, maybe if we write too much it will make the reader boring and it is unnecessary, so we can choose some important points and elaborate it. (Student L.1, transcript l.1)

Conclusion

The result of study addressed the research questions made in the chapter one. Based on the finding and discussion from the chapter four, there three main points as the conclusion of this study:

1. The components of critical thinking skills in students' argumentative essay
Among nine participants in this study, two of them have successfully reflected critical thinking skills components in their essay, they are student M.2 and student M.3. After that, there are five students who are reflected almost all the components of critical thinking skills in their essay, they are student H.1, student H.2, student H.3 and student M.1 did not reflect 'refutation' component and student L.2 did not reflect the component of 'clarity' and 'logical correctness' in the essay. At the last, there are two students did not reflect two to three components in critical thinking skills, they are student L.1 did not reflect the component of 'precision', 'logical correctness' and 'refutation' and student L.3 did not reflect the component of 'clarity', 'precision', 'logical correctness' and 'refutation'.
2. The components of students' voice in students' argumentative essay
In the components of students' voices, all students in high level of voice intensity scale reflect the strong intensity in each component of students' voice. After that, in the middle group there is one student that almost get all strong intensity for each component, who is student M.1. In addition, student M.2 in middle group get 'low' intensity for 'self-identification' and 'fair' for 'reiteration of central point' and student M.3 get 'fair' intensity for 'self-identification' and 'reiteration of central point'. There are two students in the low level group who get 'fair' for almost components and one 'low' for 'self-identification'. The last, there is one student get 'low' intensity for 'assertiveness' and 'self-identification' and 'fair' intensity for 'reiteration of central point' and 'authorial presence'.
3. The degree of agreement from students toward the importance of critical thinking skills and students' voices in argumentative essay
The result of interview session with nine participants show that most of students agree with the importance of stating clear opinion and taking side in their argumentative essay to make the readers have a clear understanding and also make the writer focuses in elaborating the ideas. The second point is about students' degree of agreement toward the importance of giving data and/or reason to support argument. The result of interview presents that eight out of nine participants agree toward the importance of giving data and reasons to strengthen the argument and make the essay more valuable.

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WORLD ENGLISHES: REDEFINING OUR PEDAGOGICAL PERSPECTIVE

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Abstract

It is often believed that to be a good speaker of English, one needs to sound like the superiorly so-called native speakers, such as the British or Americans. This traditionally held axiom is no longer the case given the fact that English has now become globally spoken with more varieties than any other language in the history. The growing awareness of Englishes, as opposed to one single form of English, and the need for a more egalitarian world have posed greater challenges to language teachers. The trending paradigm is now shifting from a normative view to a more descriptive one. This paper discusses how imperative those challenges are to English teachers in Indonesia and what kind of pedagogical change they ought to embrace in order to get their students ready to communicate effectively on the real world stage.

Keywords: world Englishes, global English, English as a lingua franca, ELF

Introduction

“In the beginning was the Word. And the Word was with God, and the Word was God. ... and the Word became flesh and dwelled among us ...”

(John 1: 1, 14)

From an ideological standpoint, the 19th century was a century marked by a rhapsodic widespread belief that the modern world needed a unifying language for global communication. This inspired several schemes for constructing an international auxiliary language by design, such as Esperanto, for all the people of the world (Crystal, 2003, p. 15). However, none of the endeavors can be nearly as popular as the global language naturally spreading through the 20th century, English.

What make English so famed on the world stage? David Crystal (2003, p. 23) states that the spread of a language is largely influenced by political, cultural, economic and technological factors. The UK and USA have long been recognized as two most powerful countries spreading English both politically and culturally. The dollar leading the world economy has made English the most significant trading language since the 20th century. With most of the world web pages being written in English, the internet has been the greatest advancement in technology literally exporting this language to almost every part of the world. English has also become the most prominent working language of many international organizations and is being taught everywhere, even in powerful non-English speaking countries—Russia, China and Japan to name a few. Therefore, it is not overrating to say that English is by far the most understood language in the contemporary era.

The Emergence of Many Englishes

The pervasive spread of English, alongside its official use, has spurred the growth of rich vernacular varieties. Not only has English become an international language, but it has developed into a large number of world Englishes. These Englishes have somehow come into contact and enriched each other. In the beginning—a time when linguists were

notoriously prescriptive—it was all clear-cut that there were only British English and later American English. Since the movement for more equality was on the rise, other varieties like Black English or Caribbean English, which previously did not receive much attention, have been brought to the fore.

As Kachru and Nelson (2006) put it, one does not speak a language, but rather he/she speaks a variety of a language. It goes without saying that all languages, including English, have manifold varieties. There are national varieties and also regional varieties within each nation. English varieties, as one might say, can be grouped into lots of national varieties like British English, American English, Australian English and whatnot. If we take a deeper look at the Englishes in the UK only, the list goes on even further into a large number of regional Englishes, few of which are Brummie, Glaswegian, Scouse, Cockney, Multicultural London English (MLE), Geordie and of course the reputedly respected Received Pronunciation or RP (Ashton & Shepherd, 2013). The true fact however is that only small percent of the UK's population speak RP (Trudgill, 2001). Other English speaking countries, such as the US and Australia, are no exception in that they all have their own regional varieties of English.

The notion “world Englishes” has been extensively used to denote localized varieties of English around the world, especially those in parts of Africa, Asia, and the Caribbean (Bolton, 2012, p. 13). However, the idea that English is not the possession of native speakers any longer but an international language which is adopted and, more often than not, adapted by increasing numbers of people worldwide has long been affirmed by Halliday, McIntosh and Stevens (1964, p. 239). This idea is the foundation of the more recent concept: world Englishes. Teaching merely British or American English as the only possible models to students is no longer the rule given the fact that the today's English exists in a larger number of varieties than ever and is spoken by a majority who are neither British nor American.

As it gets more and more internationalized and comes upon other cultures and tongues, English has been borrowing and altering words all the time. This condition inexorably triggers the upsurge of new varieties here and there. All the varieties (British English, American English, Australian English, New Zealand English, Canadian English, Caribbean English, Indian English, South African English, Singaporean English, Filipino English, etc.), regardless of whether or not they are spoken by “English descendants”, have their own characteristics and independent in so many ways but yet still share so many same features that they are considered varieties of one language.

Asian and ASEAN Englishes

While the trend of learning and using English is being expanded and reinforced into a guiding principle for international advancement all over the globe, Kirkpatrick and Sussex (2012, p. 3) predict that Asia will play a key role in the future evolution of World Englishes with India being one of its largest chunks. In Asia, like in most multicultural and multilingual communities, new Englishes have been formed by being integrated into the indigenous cultures and further shaped by the tongues of their speakers. As a result, spoken Asian Englishes vary greatly from area to area and are usually labeled based on their countries of origin. Among the well-known examples are Indian English, Malaysian English, Filipino English and of course Singaporean English.

In Singapore, for instance, English has been spoken since the British colonization in the early nineteenth century. After its independence from Britain, Singapore stepped further by making English the official language of government and business. Like it is in India, English is used in Singapore to unite an ethnically heterogeneous population consisting of Malays, Chinese, and Indians. This results in a sort of day-to-day English

that is a far cry from the official English the government once wanted them to learn. The language has become, as mentioned before, a new dialect of English named Singaporean English or Singlish, full of inflections, grammar and vocabulary borrowed from native languages of Singaporean people. The adoption of English in Singapore pretty well exemplifies the officialization of this language in some other countries in Asia.

Schneider (2007) and Bolton (2012) scrutinize the nativization patterns found in most Asian Englishes, primarily at the phonological and grammatical levels. Those nativization patterns in fact reflect the linguistic processes linked to second language acquisition and language contact in multilingual Asian societies. At the phonological level, the features of most Asian varieties include the pronunciation of diphthongs as monophthongs, the lack of distinction between short and long vowels, the use of syllable-timed intonation and stress, and reductions of vowel contrasts and consonant clusters. At the structural level, most Asian Englishes are characterized by the omission of third-person singular “-s” for verbs, the lack of plural markers, the overuse of “isn’t it” in place of other question tags, inverted word order in indirect questions, and the weakening of countable/mass noun distinction.

Speaking of Englishes in Asia, we should not overlook the role of the Association of Southeast Asian Nations (ASEAN) in promoting the language among Southeast Asian societies. Kirkpatrick and Sussex (2012, p. 2) write that English has been acknowledged to be the sole official language which is used both in ASEAN publications and at ASEAN meetings. The ASEAN Charter, which was ratified in 2009, obviously affirms this by declaring that “the working language of ASEAN shall be English” (Bolton, 2012: 24). The decision is quite reasonable considering the fact that English has been prominently used in Southeast Asia either as a second language (Singapore, Malaysia, the Philippines and Brunei) or as a top foreign language taught in schools (Indonesia, Thailand, Cambodia, Vietnam, Laos and Myanmar).

If we pick up on what has been discussed earlier—that multicultural or, to be precise, multilingual communities tend to adopt English by adapting and thus developing it into new varieties—the process of language contact and language acquisition which further creates new Englishes might be more or less described as follows:

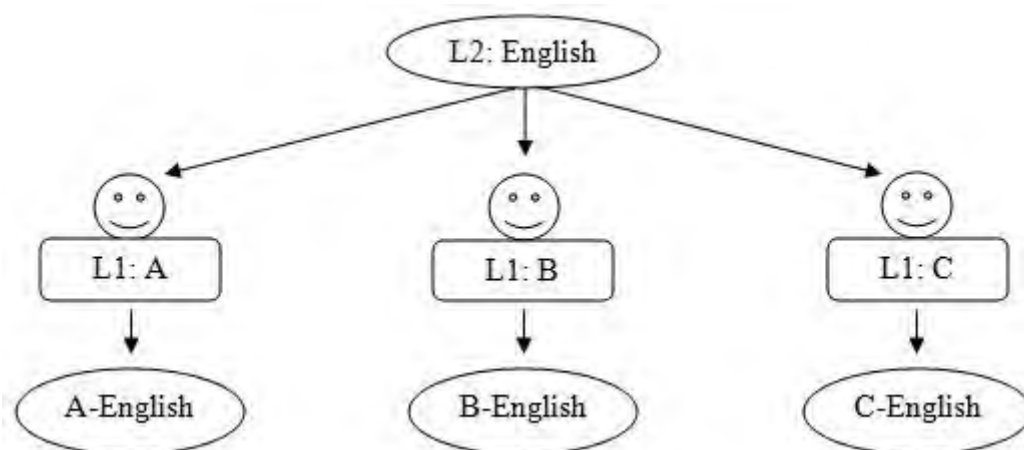


Figure 1: How Language Contact and Acquisition Create New Englishes

Since there are ten ASEAN member countries, it is not unlikely that the future might witness the emergence of roughly six new dialects of English in the region (Indonesian English, Thai English, Cambodian English, Vietnamese English, Lao English

and Myanmar/Burmese English) in addition to the existing four (Singaporean English, Malaysian English, Filipino English and Bruneian English).

Redefining the Nateness of English

Who can be called native speakers of English? The distinction between native and nonnative speech is now blurring in a way that never existed before or did not occur very often. Sometimes it is not easy to tell whether a person is a native speaker or not. English has become “so widely established that it can no longer be thought of as ‘owned’ by any single nation” (Crystal, 2003, p. 26).

Seeing English as a global language that belongs to everyone who speaks it, however, makes the notion of its nativeness somewhat problematic. Cambridge Dictionary defines “native speaker” as “someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult.” Now suppose two Indonesian nationals who work as EFL teachers get married and decide to use English to their baby as the language of the home until it grows up living in Indonesia yet speaking English. In this case the parents are the main role models for the baby because they communicate with it every day. When the baby grows up, would it be considered a native speaker of English? If yes, what English does it speak? Would the baby be considered a native speaker of Indonesian English? Such a situation is certainly not one in a million. There are countless similar cases around the world in which parents raise their kids with English as the primary language, even in countries where English is regarded as a foreign language.

As English becomes a global language, the present-day’s focus of many people learning English is largely on meeting the demands for international communication with much less emphasis on native/nonnative distinction. Smith (as cited in Kahru and Nelson, 2006) proves that lots of speakers of English, both native and nonnative, would still consider most educated nonnative speakers of English to be users of “Standard English”—a term which by definition pretty much accords with the reality of world Englishes.

Graddol (2006) even openly posits that in English as an International Language (EIL) teaching these days, the traditionally so-called native speakers “may increasingly be identified as part of the problem rather than the source of a solution” due to a number of factors. Firstly, they bring their own “cultural baggage” that somehow may limit learners’ chance to explore other English-speaking cultures. Secondly, they tend to “gold-plate” the teaching process and, so to speak, make it more expensive. Thirdly, their accents may be too different from the target Englishes learners expect to encounter. Last of all, native speakers may not have the skills, such as interpreting and translating, required and possessed by bilingual speakers.

Challenges to English Teachers and the Need for a New Paradigm

With the global spread and dominance of English, it seems increasingly unlikely that students will meet a single form of the language. So the question for language teachers is: how can they best teach English or, to be exact, Englishes within complex multilingual education settings like those in Asia? According to Bolton (2012, p. 24), the answer lies in teachers’ sensitivity to local issues and the sociolinguistic contexts in the region.

English has been changing so fast and it will always keep doing so for mainly two reasons: (1) the Internet which fosters linguistic trends faster than ever before, and (2) the globalization of English which widely promotes varieties. Therefore what teachers used to prescriptively consider right or wrong might have been irrelevant now. In this

sense, teachers need to be a bit more tolerant about the language and of course keep pace with its changes.

One fallacy that still remains in the realities of most EFL or even ESL teaching today is the mistaken axiom that English is merely a tool for interacting and getting involved in the cultures of “native countries”, viz, the UK and the US and such like, when actually there are more speakers who are neither British, American, nor Australian (Kachru and Nelson, 2006). The point is that not everyone in every part of the world should “pretend” to speak like the British or the Americans. Instead of acquainting learners with only one single variety of English, teachers ought to expose them to several Englishes so that they have the ability to accommodate other users they come in contact with.

Brown (as cited in Kachru & Nelson, 2006) explains the importance of incorporating the world Englishes view into ELT through reasoning that “to try to teach a variety of English in a country or region where it is not used” is basically nonsensical. It is as pointless as, say, for a teacher training program in the US to insist that its Australian participants acquire and promote American English. When it comes to the practices of ELT in various settings around the world, the approaches and materials should be designed to reflect the real situations where the Englishes are going to be put to use. The curriculum content also needs to include topics of learners’ regional and local cultures which are germane to English-as-a-lingua-franca (ELF) contexts.

Jenkins (as cited in Graddol, 2006) emphasizes that language instructors nowadays ought to give priority to teaching intelligibility—as opposed to teaching native-like accuracy—and pragmatic strategies for intercultural communication not only with native speakers but more importantly with other non-native and bilingual speakers. Conventional approaches to EFL need to be changed into models that are more ELF-based and, so to say, as far as intelligibility is concerned one should never be blamed for speaking English like multilingual speakers do. The goal of English language teaching is then “not to produce native speaker clones, but to produce people who are able to use English successfully in multilingual settings” (Kirkpatrick, 2012).

The world Englishes paradigm, as mentioned by Kachru and Nelson (2006), has had positive effects on various aspects. International standardized tests of English, like the TOEIC, are putting more effort to rid themselves of native-English-only biases in “correct” answer identification. Approval for regional/local models and norms has been increasing over time. Correspondingly, learning materials have begun to involve more and more Englishes from both ESL and EFL regions.

To sum up, it seems much more beneficial for learners to get their ears tuned to as various Englishes as possible, rather than to only one single form of English. There are few things that teachers need to consider before bringing world Englishes into the classroom, such as where learners are likely to go, how often they are likely to encounter those Englishes, and whether or not those varieties are going to be useful. Even if the varieties are not that prominent for learners, it is still reasonably worthwhile spending a little bit of time to get them ready for variations.

Conclusion

English has always embraced changes and it still does. Perhaps it is the reason why the global spread of English is paradoxical. The more widely it connects people, the more it fractures into local dialects. People will make English their own and in doing so will make it something else. It has occurred before to Latin, which has broken into Spanish, French, Portuguese, Italian and Romanian. If a language is to become a global language, it is adopted by everyone who then adapts it. Who owns English now? No

longer the British, no longer the Americans. “Indeed, if there is one predictable consequence of a language becoming a global language, it is that nobody owns it any more. Or rather, everyone who has learned it now owns it” Crystal (2003, p. 2).

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LANGUAGE POWER AND STYLE-BASED COMMUNICATION IN JOURNALISM CLASS

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Abstract

Although writing can also mean having a communication with readers, but it is rather different when we argue that the use of intra-lingual and extra-lingual components means justifying the signs of one's politeness strategies to have appropriate communication. In Journalism class, which is similar to MMC [Mass Media Communication] class offered in PBI USD Yogyakarta, such a discussion could dominate the class activities during several class meetings. It is exactly this paper dealing with. It involves trying to respond to the question of how politeness strategies portray such an appropriate application of the very language power and style in the students' work. The method is to analyse them by making use of the Indonesian indigenous wisdom *mranani-migunani* [attractive-beneficial] of *Katresnanism* theory, contextualizing the students with the pro-active spirit of cultural pluralism as the nature of communication order.

Keywords: communication, intra-lingual and extra-lingual components, *mranani-migunani* [attractive-beneficial], *Katresnanism*

Introduction

The so-called New World Information and Communication Order (NWICO) was an important topic discussed by UNESCO (the United Nations Educational, Scientific and Cultural Organization) in 1970s. It was dealing with the international news system dominated by the mainstream agencies such as UPI, AP, Reuters, and the like.

By insisting on having the experience to live in the first world country and learning the general things mentioned in newspapers handbook, those leading agencies have missed underlining that any journalists [in this case, students] need striving to maintain the quality of being whole and complete. This is, in fact, a part of those research ethical standards which deals with, at least, two factors. The first one is concerned with approving the use of intra-lingual and extra-lingual components [read: appropriate application of language power and style], and the second one is to see it as the signs of one's politeness strategies to have appropriate communication.

According to Fredricson and Wedel (1984: v), however, discussing the efforts to anticipate future developments [of the work or stories] will be more beneficial since it will give them [the journalists or students] a reason to open tomorrow' newspaper and increase their comprehension.

This study highlights such a quality of being whole and complete as one of those research ethical standards to achieve as well as insisting on the importance of exercising the concrete implementation of making use of language power and style. This is meant to enable the students to avoid inappropriate communication with the spirit of producing *mranani-migunani* [attractive-beneficial] work.

The primary data of this study is the work produced by the students [of MMC class of PBI USD Yogyakarta].

Not only are their work analysed to find their implementation of those linguistic components, intra-lingual and extra-lingual aspects, but they are also examined to see

whether or not in line with the course objectives such as being able to make use of the language of news and the nature of investigative report.

The Indonesian indigenous wisdom *mranani-migunani* [attractive-beneficial] of *Katresnanism* approach is applied to enlighten the students with the facts that the very attractive-beneficial tool is, indeed, another possible human spirit energizing their small meaningful world.

Reading their work, which portrays their concept of understanding words in context, is to directly and indirectly reveal their deeper meaning. In doing so, there are discussions on critical approach, linguistic knowledge, and those dealing with socio-cultural, interactional, and strategic competence.

The list produced would be, therefore, comprising of writing the results of those procedures and analysing the data obtained. In other words, this study is also oriented to uncover Language Power and Style-Based Communication with the focus on the so-called Politeness Strategies by making use of *mranani-migunani* of *Katresnanism*.

The primary data of this research is taken from the students' assignments done during attending MMC-Journalism [Mass Media Communication] class of the English Language Education Study Program of Sanata Dharma University Yogyakarta held from 2014 up to 2015 [four different semesters].

The main question of the study is "How do the students implement the intra-lingual and extra-lingual components in their work?"

Not only does the discussion engage with the nature of scientific paper writing and that of the language (power and) style-based communication, but it also exposes the course objectives such as being able to make use of the language of news and the nature of investigative report. This research paper is grounded on the Indonesian indigenous wisdom *mranani-migunani* [attractive-beneficial] of *Katresnanism theory* (Herujiyanto, 2006, pp. 125-138), contextualizing the students with the spirit of positive thinking in the processing of writing their work.

Method

The end result is a list of comparing the students' original work and its edited ones. They are the products of the serial work of gathering the data [the students' assignments during the odd and even semesters of 2013/2014 and those of 2014/2015 academic years], categorizing and analysing them in accordance to the spirit of *Katresnanism* "*mranani-migunani*."

They deal with whether or not the politeness strategies as reflected in their work have something to do with intra-lingual and extra-lingual components and whether or not they used their ideas to advance and develop their thesis.

The tool is one the *aos* [cores] of *Katresnanism* approach, accommodating the sincere actions of providing others with concrete actions [altruistically participating] in order to encourage and see that one action would lead to another related action endlessly. All those actions [as seen in the analysis/ discussion] are basically to motivate and create the accommodating the better situation of learning-teaching process. This also suggests implementing the spirit of giving and offering (Antonius Herujiyanto, 2006, pp. 125-138).

Discussion

On top of the *mranani-migunani* with one of those basic concepts of intercultural communication in *Katresnanism* wisdom, the discussion of the students' work functions to highlight their understanding of the language power and style that deal with the politeness markers in communicative language.

This can be carried out by identifying it intralinguistically and/ or regarding it within the context [namely, extralinguistically] in the sense of having to make use of certain tools to interpret them.

By applying the mranani-migunani of intralinguistic elements and extralinguistic elements would, therefore, produce the ideal communication within the society in question.

Some original work of the students and its edited version can be seen as follows:

1. [AH12_120215]

Original	Edited version
The 6th Congress of Indonesian Muslims produces ‘Yogyakarta Treatise’	Indonesian Muslims urged to unite
<p>The sixth Congress of Indonesian Muslims (KUII) in Yogyakarta has been completed with the so-called Yogyakarta Treatise.</p> <p>The closing ceremony of the three-day congress (08-11 February) was attended by President Joko “Jokowi” Widodo.</p> <p>While closing the congress on Wednesday (08 February), the general chair of the Council of Indonesian Muslim Scholars (MUI), Din Syamsudin, read the “Yogyakarta Treatise.”</p> <p>It consists of seven items calling on Indonesian Muslims to unite, guarding and developing NKRI [the Unitary Republic of Indonesia] based on the true Islamic teachings (of Sunnis or ahlu sunah wal ajama’ah) as follows:</p> <ol style="list-style-type: none"> 1. To call on all Indonesian Muslims to unite in all aspects through organizations, Islamic institutions, and political parties in order to develop-and strengthen the just and civilized Indonesian Muslims’ political, economic, and socio-cultural aspects. 2. To urge the Indonesian government and the National political institutions to prosper the people spiritually and economically. 3. To call on the government to make use of Sharia economy and the natural resources to prosper the people especially those categorized as low class society. 4. To remind Indonesian Muslims to unite to empower themselves in the political, economic, social and cultural fields through 	<p>The sixth Congress of Indonesian Muslims (KUII) in Yogyakarta has concluded with the declaration of the so-called Yogyakarta Treatise.</p> <p>The closing ceremony of the three-day Congress [8-11 February] was attended by President Joko Jokowi Widodo.</p> <p>While closing the Congress, the general chair of the Council of Indonesian Muslim Scholars (MUI), Din Syamsudin, read the Yogyakarta Treatise.</p> <p>It consists of seven items calling on Indonesian Muslims to unite, guard and develop the NKRI [the Unitary Republic of Indonesia] based on true Islamic teachings (of Sunnis) as follows:</p> <p>To call on all Indonesian Muslims to unite in all aspects through organizations, Islamic institutions and political parties in order to develop and strengthen the just and civilized Indonesian Muslims' political, economic and socio-cultural aspects.</p> <p>To urge the Indonesian government and national political institutions to help in the prosperity of the people spiritually and economically.</p> <p>To call on the government to make use of the shari’ah economy and natural resources to help the people prosper, especially those categorized as low-class society.</p>

Original	Edited version
<p>Islamic organizations, mosques, and pesantren [Islamic boarding schools]. They should also increase the women's roles in the world of economy; encourage the government to keep on having the pro-the people policies.</p> <p>5. To call on the government and all Indonesian people to avoid those cultures and values that are not Islamic and to firmly and consistently establish law enforcement.</p> <p>6. To be concerned with the present situation, urging the government to make sure that the so-called Islamic and Indonesian values are well revived and guarded in the country.</p> <p>7. To call on all countries all over the world to protect their people who are Muslims instead of discriminating them. The congress also urges the Indonesian government and Indonesian people to provide those suffering Muslims with all aids based on the spirit of both Islamic brotherhood and humanity.</p>	<p>To remind Indonesian Muslims to unite to empower themselves in the political, economic, social and cultural fields through Islamic organizations, mosques, and pesantren [Islamic boarding schools]. They should also increase women's roles in economy, encourage the government to continue pro-people policies.</p> <p>To call on the government and all Indonesian people to avoid those cultures and values that are not Islamic and to firmly and consistently establish law-enforcement.</p> <p>To be concerned with the present situation, urge the government to make sure that the so-called Islamic and Indonesian values are well-revived and guarded in the country.</p> <p>To call on all countries all over the world to protect Muslims instead of discriminating against them. The Congress also urges the Indonesian government and Indonesian people to provide those suffering Muslims with all aid based on the spirit of both Islamic brotherhood and humanity.</p>

2. [AH13_120215]

Original	Edited version
Indonesia group: two important things in Islamic political world	Islamic group advises Indonesian Muslims on political role
<p>General chair of the Indonesian Hizbut Tahrir [HTI], Muhammad Rahmat Kurnia, has said about two important things for Indonesian Muslims in getting involved in political world. First, to be the defence of the people; and second, to establish Islamic Sharia.</p> <p>The statement was stated during a discussion session taking place in the Commission of Strengthening the Political Roles of the sixth Indonesian</p>	<p>The general chair of the Indonesian Hizbut Tahrir [HTI] has made some important remarks about Indonesian Muslims getting involved in political developments. The first is to act as the defence of the people and second, to establish Islamic shar'iah [Islamic rule].</p> <p>The statement was made at a discussion during the sixth Indonesian Muslims Congress in Yogyakarta [from 8-11 February].</p> <p>There are two important things for Indonesian</p>

Original	Edited version
<p>Muslims Congress (KUII) in Yogyakarta [08-11 February].</p> <p>“There are two important things for Indonesian Muslims to remember, namely, to be the defence of the people and to establish Islamic Sharia,” he said during the congress on Tuesday (10 February).</p> <p>According to him, being firm and decisive in implementing the true Islamic teachings, the [Indonesian] Muslims will not be politically ignored.</p> <p>“In short, we deal with ‘<i>ri’ayatu syuunil ummah bil ahkami asysyar’iyyah al-islamiyyah</i>’ (taking care for the people based on Islamic <i>Sharia</i>),” he said, adding that guarding the people unity was to increase the political roles of Muslims in the country.</p> <p>Pointing out that having different ideas ending up with having no agreement among Muslims was only natural, he reminded that all Muslims fighting for the establishment of Sharia and khilafah would remain the members of the same one family.</p> <p>“It would be weird for us to be friendly with the infidels if we are hostile to other Muslims,” he said.</p>	<p>Muslims to remember: namely, to be the defence of the people and to establish Islamic shari'ah, he said during the Congress on Tuesday [10 February].</p> <p>According to him, Indonesian Muslims will not be politically ignored if they are firm and decisive about implementing the true teachings of Islam.</p> <p>In short, we deal with "ri'ayatu syuunil ummah bil ahkami asysyar'iyyah al-islamiyyah" (taking care of the people based on Islamic shari'ah), he said, adding that guarding the people would increase the political role of Muslims in the country.</p> <p>Pointing out that having different ideas is only natural, he said that all Muslims fighting for the establishment of shari'ah and khilafah would remain members of the same family.</p> <p>It would be weird for us to be friendly with infidels if we are hostile to other Muslims, he said.</p>

3. [AH14_120215]

Original	Edited version
<p>Indonesian group criticises Vice President's 'Moderate Islam'</p> <p>Chair of Indonesian Hizbut Tahrir [HTI], Yahya Abdurrahman, has criticized Vice President Yusuf Kalla for having said that Islam in</p>	<p>Islamic group flays Indonesian vice-president's remarks on moderate Islam</p> <p>The chair of Indonesian Hizbut Tahrir [HTI], Yahya Abdurrahman, has criticized Vice-President Yusuf Kalla for saying that Islam in Indonesia is</p>

Original	Edited version
<p>Indonesia is moderate with a different cultural background.</p> <p>Kalla's statement was said during his opening speech of the 6th Congress of Indonesian Muslims held in Yogyakarta on Monday [09 February].</p> <p>According to Yahya, the so-called moderate and tolerant Islam is the "Islam" willingly dictated by the Infidel West.</p> <p>"Islam is Islam with no what so ever limitation, or rather, attributes; and certainly not those attributes created by the very infidels with their obvious hostility to Islam and Muslims," he wrote in his email to <i>mediaumat.com</i> on <i>Wednesday (11 February)</i>.</p> <p><i>Pointing out that there is only one Islam, he insisted that there were no other references for Islam but Koran and "Sunnah" [religious and political practice of Prophet Muhammad].</i></p>	<p>moderate with a different cultural background.</p> <p>Kalla's statement was made during his opening speech at the sixth Congress of Indonesian Muslims held in Yogyakarta on Monday [9 February].</p> <p>According to Yahya, the so-called moderate and tolerant Islam is the Islam willingly dictated by the infidel West. Islam is Islam with no limitations whatsoever or rather attributes and it certainly does not have those attributes which are created by the infidels with their obvious hostility to Islam and Muslims, he wrote in his email to <i>mediaumat.com</i> on Wednesday [11 February].</p> <p>Pointing out that there is only one Islam, he insisted that there were no other references for Islam except for the Koran and "Sunnah" [the way of life prescribed for Muslims on the basis of the teachings and practices of Prophet Muhammad].</p>

4. [AH18_160215]:

Original	Edited version
<p>Jakarta group declares they are not Shiites</p> <p>The General Chair of Rempug Betawi Forum (FBR), cleric Luthfi Hakim, has said that his Betawi [the descendants of the people living around Batavia-the colonial name for Jakarta] organization is not that of Shi'a.</p> <p>According to him, FBR is not a religious organization but the cultural organization of Betawi community.</p> <p>"It is not fair to call me a Shia [Shiite] just because I have stayed in Iran for three days; they did not call me a Wahabi [the descendant of Prophet Muhammad] although I had stayed for three months in Saudi Arabia," he stated in front of many different ulema and important Islamic figures at Az Zikra</p>	<p>Indonesian group denies Shi'a affiliation following attack on mosque</p> <p>The general chairman of the Rempug Betawi Forum (FBR), cleric Luthfi Hakim, has said that his organization of Betawi [the descendants of the people living around Batavia, the colonial name for Jakarta] is not a Shi'a group.</p> <p>According to him, the FBR is a cultural organization of the Betawi community, not a religious one.</p> <p>"It is not fair to call me a Shi'i just because I stayed in Iran for three days. They did not call me Wahhabi [Sunni school of Islam] although I stayed for three months in Saudi Arabia," he said in front of various clerics and Islamic figures at the Az-Zikra Mosque in Bogor [West Java] on Thursday (12</p>

Original	Edited version
<p>Mosque in Bogor [West Java] on Thursday (12 February).</p> <p>The meeting was due to an attack on jemaah [congregation] at Az Zikra Mosque on Wednesday night [11 February]. The attack was conducted by a group of people wearing FBR uniform. They had injured one of the jemaah.</p> <p>Mentioning that FBR was not hostile to anyone, he said that the police should investigate the incidence.</p>	<p>February).</p> <p>The meeting was called in the aftermath of an attack on the congregation at the Az-Zikra Mosque on Wednesday night by a group of people wearing FBR uniforms. One of the congregation members was injured.</p> <p>Mentioning that the FBR was not hostile to anyone, he said that the police should investigate the incident.</p>

5. [AH24_240515]:

Original	Edited version
Unfair law enforcement produces terrorism – an Indonesian legislator	Indonesia lawmaker says poverty, unfair law enforcement could lead to terrorism

6. [AH38_310515]:

Original	Edited version
Indonesian Buddhists concerned with cruelty to Rohingya Muslims	Indonesia Islamic group urges Myanmar to end "cruelty" against Rohingyas
<p>An Islamic group in Malang East Java, the Husnul Khotimah Council of Taklim and Da'wah (MTDHK) has come to meet with the local Buddhist Community in its headquarters named Dhammadipa Arama Wihara in Batu-Malang on Friday (29 May).</p> <p>According to the chair and spiritual leader of MTDHK, Abdullah Saleh Hadromi, the council submitted its official statement and asked them for delivering it to the Buddhist Monks in Myanmar. The message was received by one of Buddhist Monks in Malang, Khantidharo.</p> <p>"We urge the Myanmarese Ambassador to Indonesia in Jakarta to immediately stop</p>	<p>An Islamic group in Malang East Java, the Husnul Khotimah Council of Taklim and Da'wah (MTDHK) met with the local Buddhist community in headquarters named Dhammadipa Arama Wihara in Batu-Malang on Friday (29 May).</p> <p>According to the chair and spiritual leader of MTDHK, Abdullah Saleh Hadromi, the council submitted its official statement and asked for delivering it to the Buddhist monks in Myanmar.</p> <p>The message was received by one of Buddhist monks in Malang, Khantidharo.</p> <p>"We urge the Myanmar ambassador to Indonesia in Jakarta to immediately end cruelty against Rohingya Muslims in Myanmar," Husnul said, explaining that it was one of the items mentioned in</p>

Original	Edited version
<p>the cruel actions conducted against Rohingya Muslims in Myanmar,” Husnul said, explaining that it was one of the items mentioned in MTDHK’s official statement.</p> <p>The other items in MTDHK’s official statement are as follows: Urging the Buddhists in Indonesia (especially in the city of Malang) to actively participate in giving pressures against hostility, looting and slaughtering of the Rohingya Muslims. Urging the Buddhist community in Malang to actively participate in showing their supports to Rohingya Muslims in Myanmar. Urging the Buddhist community in Malang to actively participate in voicing their defending Rohingya Muslims over the cruel actions conducted by Buddhist Monks in Myanmar. In the meantime, Monk Khantidharo said that the Buddhists in Malang were very concerned with the cruel situation in Myanmar. “We are very concerned and would like to express our empathy on the suffering of the Rohingya Muslims in Myanmar. We call on the Myanmarese Embassy in Jakarta to immediately stop the violent actions taking place in Myanmar,” the Monk said, adding that all Indonesian people should co-operate and work together to help stopping the hostility and slaughtering of the Rohingya Muslims there.</p>	<p>MTDHK's official statement. The other items in MTDHK's official statement are as follows: Urging the Buddhists in Indonesia (especially in the city of Malang) to actively participate in discouraging acts of hostility, looting and slaughtering of Rohingya Muslims. Urging the Buddhist community in Malang to actively participate in showing support to Rohingya Muslims in Myanmar Urging the Buddhist community in Malang to actively defend Rohingya Muslims against the cruel actions of Buddhist monks in Myanmar</p> <p>Buddhist monk Khantidharo said that the Buddhists in Malang were very concerned with the cruel situation in Myanmar. "We are very concerned and would like to express our sympathy to the sufferings of Rohingya Muslims in Myanmar. We call upon the Myanmar embassy in Jakarta to convey our demand to immediately stop violent actions taking place in Myanmar," Khantidharo said. "All Indonesian people should cooperate to help stop hostility against Rohingya Muslims," he said.</p>

7. [AH07_090215]:

Original	Edited version
Muslims in North Sumatra threaten to deport Chinese in Medan	Indonesian Muslims protest violence against Chinese Uighurs
Groups of Indonesian Muslims staged a rally in front of Chinese Consulate	Groups of Indonesian Muslims staged a rally in front of the Chinese consulate in

Original	Edited version
<p>General in Medan, North Sumatra on Friday afternoon (06 February). They protested against the Chinese government's decision to let violence and intimidation against Chinese Muslims take place in Uyghur, China.</p> <p>Not only did they burn Chinese flags, but they also delivered speeches, condemning all the rules of prohibiting the Chinese Muslims there from conducting their religious activities.</p> <p>The hundred demonstrators called themselves the Jihad movement of the Jihad Defenders of Oppressed Muslims Movement [GJPMT]. They are actually the members of many different Islamic community organizations in North Sumatra such as FPI, IMM, FUI, GPI, LMI, and JBMI.</p> <p>"The government of China has banned adzan [the calling to prayer], establishing Islamic schools, wearing hijab ...," the chair of the North Sumatra Mosque Forum, Rafdinal, during the rally.</p> <p>According to him, the Chinese in Medan, North Sumatra, have also deserved to be deported.</p> <p>Not only have they destroyed Mosques and taken over the people's land, but they have also been involved in becoming drug dealers and illegal operators in gambling activities.</p> <p>In the meantime, Anwar Bakti from the Forum of Muhammadiyah 1912 [IMM] said in his speech that the demonstrators could only burn their flags for now.</p>	<p>Medan, North Sumatra on Friday [6 February]. They protested against the Chinese government's decision to let violence and intimidation take place against Chinese Muslims in Uighur, China [reference to Xinjiang Uighur autonomous region].</p> <p>Not only did they burn Chinese flags, but they also delivered speeches, condemning all the rules prohibiting Chinese Muslims [in Xinjiang] from conducting religious activities.</p> <p>The hundreds of demonstrators called themselves the jihad movement of the Jihad Defenders of Oppressed Muslims Movement [GJPMT]. They are actually members of many different Islamic community organizations in North Sumatra such as FPI, IMM, FUI, GPI, LMI, and JBMI.</p> <p>The government of China has banned azan [the call for prayer], establishing Islamic schools, wearing hijab, the chair of the North Sumatra Mosque Forum, Rafdinal, said during the rally.</p> <p>According to him, the Chinese people in Medan, North Sumatra, deserve to be deported. Not only have they destroyed mosques and taken over the people's land, but they have also been involved in becoming drug dealers and illegal operators in gambling activities.</p> <p>[Passage omitted]</p>

8. [AH15_140215]

Original	Edited version
Indonesian preacher tells Islamic youth	Indonesian cleric tells youth to shun

Original	Edited version
not to celebrate Valentine's Day	Valentine's Day
<p>An Islamic preacher from Papua province, cleric Fadhlán Garamathan, has said that Islamic teenagers should stay away and prevent themselves from getting involved in any activities dealing with <i>Valentine's Day</i>.</p> <p><i>"It is a misleading culture portraying those being imprisoned and not guaranteed to be able to go to heaven but enforcing other people to follow them,"</i> the cleric said after attending the closing ceremony of the Sixth Congress of Indonesian Muslims in Yogyakarta on Wednesday (11 February).</p> <p>According to him, there is no other guide but <i>Islamic Sharia</i>.</p> <p>"Those activities of <i>Valentine's Day</i> have deceived Muslim youth into having no guaranteed ends including the meaning of them all," said the cleric who is also the chair Al-Fatih Kaffah Nusantara.</p> <p>He also said that Muslim youth should have adored Prophet Muhammad, instead of Valentine.</p> <p>"As the majority of Indonesian people are Muslims, the government may issue a decree banning the people from celebrating Valentine's Day, an activity against Islamic faith," cleric Fadhlán said, adding that the government had banned Ahmadiyah [2008] while celebrating Valentine's Day was not different from those conducted by the Achmadis.</p> <p>[The 2008 joint ministerial decree signed by the Religious Affairs Ministry, the Attorney General's Office and the Home Ministry warns and orders all Ahmadiyah followers to stop their (religious) activities.]</p>	<p>An Islamic preacher from Papua Province, cleric Fadhlán Garamathan, has said that Muslim teenagers should avoid getting involved in any activities related to Valentine's Day.</p> <p>"It is a misleading cultural practice of people who are enslaved and not guaranteed to go to heaven, but who try to impose this practice on others," the cleric said after attending the closing ceremony of the Sixth Congress of Indonesian Muslims in Yogyakarta on Wednesday 11 February.</p> <p>According to him, there is no guide but shari'ah.</p> <p>"Valentine's Day activities have misled Muslim youth into pursuing no definite ends, including that of seeking the meaning of everything," said the cleric, who is also the chairman of the Al-Fatih Kaffah Nusantara.</p> <p>He said that Muslim youth should adore Prophet Muhammad instead of their Valentine.</p> <p>"As the majority of Indonesian people are Muslims, the government must issue a decree banning Valentine's Day celebrations, as they are an activity against the Islamic faith," Garamathan said, adding that while the government had banned the Ahmadiyah community, celebrating Valentine's Day was no different from being a member of the Ahmadiyah community.</p> <p>[A 2008 joint decree signed by the Religious Affairs Ministry, Attorney-General's Office and Home Ministry orders all Ahmadiyahs to stop their religious activities.]</p>

Note and Final Remarks

The findings show that almost every single work violates the appropriate use of intra-lingual and extra-lingual components. Many of them have also denied the conventional signs of one's politeness strategies in conducting acceptable communication.

The remedy to such problems has also been carried through class activities: First, the students were divided into small group of three. Then they discussed their understanding on the nature of MMC class. They were also to exchange their first draft of their writing work. One of the significant steps were to encourage the students to have their second draft paper consulted with their lecturer. The consultation was mainly dealing with their understanding of the materials discussed.

In dealing with the problems of developing ideas, it can be concluded that those using documentation are 78 % [4 -12 groups depending the numbers of the students in a class]; there were also found that 64 % [3-10 groups] of them had, indeed, acquainted with a cross section of materials. There were 62 % [3-10 groups] engaging in critical, not creative, reading and writing.

Not only has the approach helped the students feel relaxed in following the activities conducted in the class, but they have also deepened and developed their writing skills.

It can also be said that the objectives of the course such as understanding the nature of journalism and creative-feature writing; becoming familiar with cross cultural multidimensionality and world cultures may be achieved mainly through written activities.

Implementing and establishing *mranani-migunani* [committing to be attractive-beneficial] principles have, indeed, helped the students better understand the meaning of critical approaches, linguistic knowledge, and those dealing with socio-cultural, interactional, and strategic competence. They also happened to experience brushing up on their scientific writing skills.

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CRITICAL THINKING IN THE ELT CLASSROOMS: WHY AND HOW

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Abstract

Critical thinking, as reported in a survey asking skills and fields of knowledge to the job success conducted by Lotto (2006), is ranked number one followed by information technology application, teamwork/collaboration, and creativity/innovation. This article is aimed to share both theoretical and practical ideas about teaching critical thinking, and how it is integrated with the other skills within English language teaching/learning contexts. The aim is achieved by firstly reviewing published works on what critical thinking is. Then the article synthesizes why integrate critical thinking in ELT, and how to create lessons including not only element of critical thinking, but also the other skills: information technology application, teamwork/collaboration, and creativity/innovation. A lesson plan is provided to demonstrate the application of critical thinking strategies, integrated with the other skills in ELT.

Key words: Critical thinking, information technology application, teamwork, creativity, English Language teaching, critical thinking strategies

Introduction

In 2006, Caser Lotto & Barrington conducted a survey of 400 business executives and managers, asking respondents to rank the relative importance of 20 skills and fields of knowledge to the job success of new workforce entrants at three education levels: high school, two-year college or technical school, and four-year college. The respondents ranked three skills among the top five most important skills and fields of knowledge for all three groups of new entrants: (1) professionalism/work ethic, (2) teamwork/collaboration, and (3) oral communication. In comparison, science knowledge was ranked 17th in importance in the list of 20 skills and fields of knowledge for high school graduates and 16th in importance for two- and four-year college graduates. When asked which skills and knowledge fields would become even more important over the following five years, critical thinking/problem solving, information technology application, teamwork/collaboration, and creativity/innovation were at the top of the list, and science knowledge was ranked 16th in growing importance.

As education is aimed to prepare students to be able to deal with the real-life setting (either for work and life), there are so-called 21st century skills which are claimed to be relevant for the present-century children's lives. The 21st century is complex, competitive, knowledge-based, information-age, and technology-driven in economy and society. This current century is obviously different compared with the previous century. It will not be enough for teachers nowadays to do spoon-feeding information, facts to the students. The information is right there, easy to be accessed with hybrid-speed internet access. It is more important for the 21st century teachers to teach how to find, interpret and use the information. This statement is endorsed by Martin Luther King Jr., in his speech when speaking about the purpose of education. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life. Speaking of which, to achieve the purpose, the education must also train one for quick,

resolute and effective thinking; to think logically and scientifically, in order to make fair judgment of propaganda, biased truths, and to discern the true from the false.

“Critical thinking” is not a new concept to be delivered. In brief, it can be described as the scientific method applied by ordinary people to the ordinary world (Schafersman, 2008). The statement is aligned with the well-known method of scientific method, as presented in ‘Kurikulum 2013’: a question is posed and a hypothesis formulated, germane data are sought and gathered, the hypothesis is further tested on the basis of the data, and conclusions are made at the end of the process. The process with no doubts requires critical thinking abilities.

Referring back to the survey conducted by Caser Lotto & Barrington, the critical thinking/problem solving along with information technology application, teamwork/collaboration, and creativity/innovation are skills which are important and relevant with real-life setting. The emerging issue is how to incorporate these skills into ELT lesson plans.

This article is aimed to share both theoretical and practical ideas about teaching critical thinking, and how it is integrated with the other skills within English language teaching/learning contexts. The aim is achieved by answering the following questions:

(1) What is critical thinking?, (2) Why do we need to integrate critical thinking in ELT?, (3) How to create lessons with an element of critical thinking development and the some other skills (information technology application, teamwork/collaboration, and creativity/innovation)?

The answered questions will be the beneficial concepts when designing a lesson plan, integrating the critical thinking into the English Language lesson. The lesson plan and some material for the lesson are provided in the appendix.

Discussion

1. What is critical thinking?

Briefly, Trilling & Fadel (2009) define critical thinking as the ability to analyze, interpret, evaluate, summarize, and synthesize information.

As daily activities that are information-processing, like listening and reading require reactions with systematic evaluation to what is heard and read. The reactions of a person compared to another might be different, depending on their skills and attitudes to process the information critically. What it means by attitudes in the information process is curiosity which leads to critical thinking. The curiosity leads us to ask consequently, the questions we asked are stimulus for critical thinking. Critical thinking is the direction to more related information for better opinions, decisions, or judgments.

Consequently, critical thinking as what has been explained briefly earlier refers to awareness of a set of interrelated critical questions, ability to ask and answer critical questions, and the desire to actively use the critical questions (Browne M. N., 2007). In this respect, the questions that are brought up begin with the desire to improve what we think.

The critical thinking skill consists of an awareness of a set of interrelated critical questions, the ability and willingness to ask and answer them at appropriate times. This skill will assist students while participating in the classroom or any learning activities; e.g. judging the quality of a lecture, forming an argument, writing an essay based on a reading assignment or reacting critically to an essay or to evidence presented in a textbook.

In real-life settings, the students who are critical thinkers will demonstrate of behaviors and skills that are quite conspicuous in situations requiring problem solving. A great body of literature (Bensley, 1998; Diesther, 2001; Fisher, 2001; Halpern, 2003;

Levy, 1997; Birjandi & Bagherkazemi, 2010) highlights that critical thinkers are those who , among other features:

- a. have a strong intention to recognize the importance of good thinking;
- b. identify problems and focus on relevant topics and issues;
- c. distinguish between valid and invalid inferences;
- d. suspend judgments and decisions in the absence of sufficient evidence;
- e. understand the difference between logical reasoning and rationalizing;
- f. be aware of the fact that one's understanding is limited and that there are degrees of belief;
- g. watch out for authoritarian influences and specious arguments;
- h. anticipate the consequences of alternative actions;
- i. accurately explain their decisions;
- j. consider alternative explanations for any state of affairs;
- k. curb their emotional reactions to others' arguments;
- l. determine the truth or falsity of assumptions;
- m. develop and present reasoned and persuasive arguments;
- n. distinguish between primary and secondary sources of information;
- o. distinguish credible from non-credible sources of information;
- p. differentiate evidence from opinion, common sense, anecdotes, and appeals to authority;
- q. distinguish opinions from facts;
- r. draw inferences;
- s. formulate and ask appropriate questions;
- t. gather data from multiple sources relevant to a problem to be solved or a decision to be made;
- u. identify their preconceptions about important issues;
- v. understand the use and abuses of mathematical and statistical information in decision.

It needs to emphasize that critical thinkers can also be characterized as enjoying the following features:

- a. they can listen attentively to others and provide them with appropriate feedback;
- b. they can assess and evaluate statements;
- c. they have a keen sense of curiosity;
- d. they have a strong proclivity to substantiate statements;
- e. they are open to criticisms;
- f. they are malleable;
- g. they can self-assess themselves

Undeniably, all such qualities are essential to what teachers reveal to students about their particular academic disciplines as well as to how students negotiate problems in everyday life. Surely, if there is one skill that college should hone in students, it is how to apply what they learn in their classes in their everyday life. Sadly, academic settings have put too much emphasis on what to think rather than how to think. Schafersman (1991) mentions that we are really adroit at transmitting the content of what we teach to our students but often fail to teach them how to think critically and evaluate effectively. Children are not born with the power to think critically, nor do they develop this ability beyond survival-level thinking in the absence of implicit and explicit instruction. Critical thinking has to be learnt, so teachers are all called upon to enhance in learners the ability to think critically.

2. Why integrate critical thinking in ELT?

Referring back to the definition of critical thinking by experts, it is an awareness of a set of interrelated critical questions, ability to ask and answer critical questions and the desire to actively use the critical questions (Browne & Keeley, 2009).

In foreign language learning process, the questions and opposing answers critically are essential, since languages are culturally determined. The traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. The languages' reflections may differ from one to another. These differences are meant to be discovered by the foreign language learners, in order to be the successful learners. An example of how an Indonesian learner discovers mentality of the English Language native speaker in a phrase, "I broke my leg." Instead of saying "My leg got broken." Each language has its own distinctive way of expressing ideas. Varying grammar structures forces the speaker to rethink how they emphasize certain ideas, and words can have different etymologies which, even if only on a subconscious level, affect the associations we have with them.

The discovery of mannerism and mentality of English native speaker may not be found if it is not by reading or listening to a certain authentic material. While reading and/or listening, the learning is required to practice thinking critically when opposing questions, identifying similarities and differences in how one and the same cliché is put in words in another language.

Another aspect supporting the emergence of critical thinking introduction in the ELT class is the nature learning itself. There will be no learning without attention and noticing. Whether it is implicit or explicit, the given input will not be available intakes ready for the students' further mental processing. This statement is endorsed by models of memory. It is argued that unattended stimuli persist in immediate short-term memory for only a few seconds for long-term memory storage to occur, hence the attention to specific stimulus attributes is necessary in order to encode in long-term memory.

In classrooms settings, students or learners always have choices whether they pay attention in class or not, whether they pay attention to the given input and process the input to become intakes for them or not. In SLA, reading comprehension as one of tested vocabulary building methods is only effective when the students pay attention to the reading materials. Paying attention will be beneficial to the students' vocabulary acquisition from them noticing novel vocabularies, selectively attending to it, and using a variety of strategies to try to infer its meaning from the context.

Paying attention to the input which leads to the successful acquisition is inseparable from students' critical thinking ability. In the vocabulary acquisition case, the students pay attention to input, pay particular attention to novel vocabularies, and then they look for clues as to why target language speakers choose the dictions to express the particular messages, and try to infer their meanings from context. And if it is necessary, the students will try to recall dictions in their mother tongue which have equivalent meanings, so that they will encode the novel vocabularies in their long-term memory.

Researchers of the American Foundation for Critical Thinking (www.criticalthinking.org) argue that critical thinking is not as a natural skill as speaking or running, it is a deliberately developed complex set of skills and features which takes years to acquire. Similarly, a foreign language acquisition needs years of persistent training. So practicing both simultaneously saves time and provides a synergy effect: developing the former we improve the latter and vice versa.

3. How to integrate critical thinking in a lesson plan?

So far we have been exploring some theoretical aspects of critical thinking, answering the first two questions: what critical thinking is and why it is emergent to integrate the critical thinking in ELT. As the third question is emerging, the complexity of

teaching critical thinking, especially in ELT classroom awaits to be elaborated and simplified in an given lesson plan example.

To sum up, critical thinking requires active and interactive learning. Teachers should not expect their students to take what they tell to them as ready-made knowledge or wisdom. It is the attitude of the teachers that should tolerate different opinions among students and between students and them. The teachers are required to encourage the students to compare views and ideas of their, actively evaluate arguments using fair-mindedness, and practicing these activities by utilizing communicative skills and critical thinking, in order to successfully make the students acquire and practice both the foreign language and critical thinking skill.

Engaged in the interactive activities while practicing both communicative skills and critical thinking, students have a better chance to improve their self-consciousness, their understanding of their abilities and of their limits and thus paving the road to self-improvement as learners, as future professional, and as individuals (Vdovina, 2013).

The reviewed works on 21st century learning skills stated that today's much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge, critical thinking skill teaching should be integrated with some other skills. The aforementioned survey conducted in 2006 by Caser Lotto and Barrington states four skills which essential in the job success; they are: critical thinking, information technology application, teamwork, and creativity. The stated reviewed survey gives insight on what other skills to be integrated with critical thinking, so that the students are more ready for workforce's requirements and life in their era.

Information technology application (technological literacy) is undoubtedly a skill which every child living in this century should master. This is a shrinking world where information spreads in real time; the use of social media – from blogging to on-line social networking to creation of all kinds of digital material is central to many teenagers' lives. Their familiarity with the information technology opens up a new space for setting up creatively learning activities.

Another skill stated in the Caser and Lotto's survey besides the critical thinking and information technology application is teamwork. It is essential in today's enterprises. Today's students should be able to collaborate with others. This ability is expanded as follows:

- a. Demonstrate the ability to work effectively and respectfully with diverse teams
- b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- c. Assume shared responsibility for collaborative work, and value individual contributions made by each team member (Trilling & Fadel, 2009).

The collaboration skill can be learned through a variety of methods. It can be project-based learning, problem-based learning and design-based learning; the idea is to let the students work with others on team projects. These kinds of projects encourage children to cooperate, improve social and interpersonal skills and help them to better understand the material at hand through discussion and a team learning effort. Students must communicate effectively, work as a team and demonstrate self-discipline while working collaboratively with their peers. This, in turn, can increase their learning and maximize the educational experience (Loop, 2016).

Business and industry in the century where our students learn today not only constantly adapt critical but also creative thinking. Creativity is often described as an essential skill that can and should be fostered (Wagerif & Dawes, 2004).

Lack of attention to developing creativity and innovation skills is often based on a common misperception that creativity is only for artistic-types and geniuses – that creativity is something one is born with or without (Trilling & Fadel, 2009). Creativity can, Trilling & Fadel argue, be nurtured by teachers and learning environments that encourage questioning, openness to new ideas, and learning from mistakes and failures. Creativity and innovation skills can be developed, like other skills, with practice and over time (Wegerif & Dawes, 2004).

The aforementioned essential skills in today's enterprises: critical thinking, information technology application, collaboration skill and creativity are overlapping; meaning that we can train these skills one in a time. It is so-called Web 2.0 which makes technological literacy possible to be taught. Web 2.0 technology enables users to produce and share content in new ways and in real-time: user-generated content creation and 'remixing' (Caruso, J.B. & Kvavik, R.B., 2005; Lessig, 2008) become creative and engaging practices that challenge the traditional relationships between teachers and students in providing information and content for learning. The Web 2.0 is not only beneficial for technological literacy learning and boosts creativity, but also can be an effective teaching tool to activate collaboration between students. Downes (2005), Anderson (2007) and Walton et. al. (2007) argue that learners' familiarity with web 2.0 technologies opens up a new space for and style of learning. This new style of learning focuses on collaborative knowledge building, shared assets, problem solving, and the breakdown of distinctions between knowledge and communication (e.g., the production and utilization of podcasts, blogs, videos, and interactive tutorials).

The learning process which is facilitated by Web 2.0 is familiar as E-learning. It can be done by accessing of information, instruction, and/or interaction through the Internet or Intranet using instructional materials and tools such as web-based resources, e-mail, discussion boards, blogs, chat or video. Collaborative, computer-based learning environments can work to stimulate student learning and the process of inquiry (Wasson et al., 2003; Laurillard, 2009). McFarlane (2001) notes, "It seems that use of ICT can impact favorably on a range of attributes considered desirable in an effective learner: problem-solving capability; critical thinking skill; information-handling ability" (p. 230).

In order to integrate critical thinking alone in a lesson plan, it is important for the teachers to change the attitude towards the learning process. As suggested, the teachers should actively ask questions to boost brainstorming process before the whilst-teaching. Instead of always readily finding a solution for the students, try responding with questions that scaffold their understandings toward a certain problem, then, we can assist the student in figuring out the best possible solution for the problem (Cox, 2016). And as stated by the experts earlier that Web 2.0 is solution to integrate not only critical thinking skill, but also creativity, technological literacy, and teamwork, and as various kinds of Web 2.0 tools, It is important for the teachers to keep exploring the tools that may beneficial for their designed classroom activities.

One of the web 2.0 tools is a Story Maps Service, available on www.esri.com. It is an easy-to-use website which enables the users to do story-telling in creative way. The application of this tool in an English Language Classrooms is available in Appendices.

Conclusion

Critical thinking is a skill that young minds will undeniably need and exercise well beyond their school years, as well as creativity, technological literacy, and teamwork. It is our job as educators to equip our students with the strategies and skills they need to think critically in order to cope with these tech problems and obstacles they face elsewhere.

The nature of foreign language acquisition which requires persistent training that is similar with critical thinking skill acquisition makes the integration emerging; however incorporating critical thinking in lesson plans is a challenge, moreover if it should be integrated with the three other skills. The important element to bear in mind is that the teachers should be the ones who promote active learning, and information they provide should not be taken as well-made wisdoms. More importantly, creativity is what the teachers should have in order to tailor a lesson plan which uses Web 2.0, as it is considered as solution to integrating critical thinking, creativity, technological literacy, and teamwork in lesson plans.

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ADJUSTING PROJECT BASED LEARNING TO INTERMEDIATE LEARNERS TOWARD WRITING IMPROVEMENT

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Abstract

Creating a comfortable atmosphere in teaching writing as well as improving students ability has been becoming an appealing issue to be discussed. Learners are expected to be able to construct and use the language more accurately through writing. Realizing the role of writing as a process and product, project based learning is proposed as one of ways of learning to overcome the issue. It encourages learners to apply their language skills during the completion of a project given to them (Poonpoon, 2011). Since project based learning is a student driven activity, adjusting the project to them becomes critical. This present study aims at investigating how teacher should adjust the project to the learners' present ability so that their problems in writing can be solved. A collaborative action research is utilised to gather data in this study. The result of this study is expected to give contribution to the board of knowledge on teaching writing. This study can also be one of the options for language teachers to be applied in classroom practices.

Keywords: Project Based Learning, writing achievement, writing problem

Introduction

The importance of teaching writing has become a primary concern in teaching language as a foreign language. It is considered important since writing allows learners to have more effective social cognitive ability than oral communication (Farooq & Hasan, 2012). Besides, it also enhances the ability to generate ideas into certain organisation and awareness once the process of writing is undertaken (Smyth et al., 2001). From writing, learners are expected to be able to construct and use the language more accurately because they have enough time to think compared to have an oral activity (Harmer, 2004).

In reality, however, teaching writing to students faces some serious problems. Like the other English skills which are speaking, reading, and listening, writing also needs more exposure so that learners can produce a good piece of writing. On the contrary, with the demand of the curriculum where teacher must finish all the materials often become the reasons why the learners got lack of exposure. This results in leaving behind learners' problem in order to finish the material within one semester. This condition is also influenced by the fact that students only get exposure to use their English skill in classroom situation.

Taking this condition into account, the researcher conducted a preliminary study which was aimed at identifying, investigating, and confirming the real problems faced by the students during the process of learning. There were 28 students from eighth graders taken as subjects, and each student was required to recall their past events and develop it into text. To guide students to develop their own text, the researcher gave some topics for them to choose. Those topics were 'my last holiday', 'touching memories', 'unforgettable moment', and 'childhood experience'. These topics were undertaken since it was expected that students can compose a piece of writing about memorable events more easily and large amount of writing can be produced to be analysed.

The students' writing were analysed from two angles, those are writing products and the struggled points of writing construction. Analysing the students' writing products provides the researcher with the most common problems faced by the students since they were analysed by using the same rubric. In this case, the researcher adapted analytical writing scoring rubrics from O'Malley and Pierce (1996, p. 145), and Hibbard and Wagner (2013). Analytic writing rubric became a choice since it provides the researcher with detail classification and consideration to all the specified criteria listed on the rubric. Analytic rubrics are also useful for students who need more precise suggestion for improving their language (Brown & Abeywikrama, 2010, p. 128). There were five aspects were assessed, they are content, organisation, grammar, vocabulary, and mechanics.

The preliminary investigation revealed that most students have problems in organising the text (52%), inaccuracies of grammar usage (47%), and lack of vocabulary mastery (50%). More likely, those problems were also encountered when the researcher observed the process of construction. Their ability was stuck only on being able to sequence plot and events, and describe the setting as well as the background. Yet, they can hardly focus on picking up critical details, elaborate an event into a separable paragraph. The researcher also noted that the students did not really like the atmosphere of the writing process because they need to take time to think and write their ideas.

From the students' writing result and the purposeful selected writing products, it can be concluded that problems occurred in the way the students' organise their paragraph, lack of vocabulary mastery, and their inaccuracies of grammar use. The organisation of their writing generally does not focus on the central idea nor has more than one idea within a paragraph. The students also are not aware with the unity of a paragraph where events should be chronological. Having an unfocused idea leads the students to have sketchy elaboration and digression. As for the students' vocabulary usage, the use of the vocabulary is less precise which resulting in their writing to bias and can hardly be understood. The researcher also found that the most grammar mistake upon students' writing is located on the use of non-standard word order, run-on sentence and word omission.

Looking at these conditions, the researcher found that it is important to conduct this necessary study. There should be an effective teaching strategy to overcome the problems faced by the students. Students need to be involved actively in learning activities, as well as have higher quality of writing production at the end of the lesson. In this case, the researcher proposes a project based learning to overcome all the problems stated previously as well as to optimise the learning outcome.

There are some rationales why project based learning become the solution to students' problem in writing. Theoretically, project based learning encourages learners to apply their language skills during the completion of a project given to them (Thomas et al., 2002; Poonpon, 2011; Kloppenberg & Baucus, 2004). Specifically, in relation to writing, project-based learning can foster students analytical skill and make them write in more detail and well-ordered (Beckett, 2002). Nassir (2014) also reveals that during communicating and constructing the writing product within group allows learners to enhance their vocabulary mastery as well as their grammar accuracy. Moreover, project based learning is also motivating, empowering and challenging to language learners resulting in improving their cognitive abilities and lead them to learn content deeper (Stoller, 1997; Srikrai, 2008; Wang et al., 2015).

Empirically, the use of project based learning has also been proven through a number of studies to overcome the previous mentioned problems. Poonpon (2011) investigated the use of project based learning toward university students in Thailand. He

selected forty seven students as the subject of the study. The result of his study reveals that the use of project based learning in EFL context is significant. In his findings, the students were improved in terms of their writing because they were able to acquire skill to analyse and synthesise information as they worked in the project and makes. Furthermore, the students in his study also felt comfortable in accomplishing the project. In addition to this research, Brunetti et al. (2003) and Solomon (2003) have successfully proven that the use of project based learning builds students' awareness of language use by interacting with their group, and this interaction leads to the improvement of grammar usage. These studies are also supported by the findings from Simpson (2011) who finds that students are not only improved in their writing, but also implicitly in speaking, reading, and listening because they recognise and can memorize more vocabulary during the implementation of the project.

The use of project based learning is not only a matter of improving students' achievement in writing, but also a matter of how it brings beneficial effects toward English learning activity. According to Weimer (2009), project based learning is a student-centred approach that encourages greater understanding and can develop lifelong learning skills for the students. Moreover, it can develop students' long term retention, and develop satisfaction of students and teacher (Strobel & Barneveld, 2009). Similarly, Thomas (2000) proved some positive side effects of project-based learning for students as the development of positive attitudes toward their learning process, work routines, abilities on problem-solving, and self-esteem. Project based learning can offer English learners exposure to authentic materials, opportunities to use the target language, and motivation to learn, which are all considered to be essential conditions for language learning (Eguchi & Eguchi, 2006). Furthermore, Neo and Neo (2009) on their study state that the implementation of project based learning provides students with the experience in problem-solving, critical-thinking and creativity skills, communication and reflection, that improve the students' learning achievement. In line with former explanation, a case study about the implementation of project based learning in teaching-learning activity conducted by Tamin (2013) results in some advantages for both students and teacher. The implementation of project based learning supports and facilitates the learning process for the students, creates their creative abilities, as well as increases their motivation, engagement, and collaboration.

Research Method

This present study is a collaborative classroom action research since it is directed to develop strategy in order to solve learners' problem in writing by the utilisation of project based learning. The researcher worked together with teacher as collaborators. The collaborator will be involved from the beginning up to the end of the process of research activities. According to Burns (2010, p. 16), the position of the researcher as a collaborator is implemented when the teacher is a technical one. This means teacher, in this case, agrees to seek for new insights for his or her teaching strategy and put him or herself as an individual to be trained to teach. In relation to the research design, the researcher will implement the cycle of Kemmis and McTaggart model. The cycle will cover planning, action, observation, and reflection. The design is presented as follows.

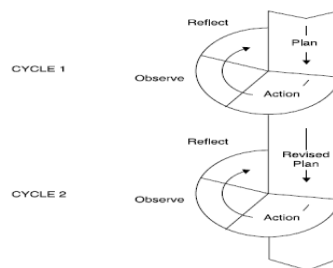


Figure 1. Kemmis and McTaggart Cycle

Findings and Discussion

Following the cycle of action research, the researcher started from the planning phase, implementing or doing the action, observing and reflecting. The details are presented as the following.

Planning

This phase is crucial since this is where we can adjust our project to students. During this phase, the researcher did some activities before implementing the action phase. This covers lesson plan presentation, instruments explanation, and teacher training. They are important since it is teacher of English of the class who will apply this strategy in the classroom.

The lesson plans were utilised to plan the action during the meetings. The researcher and the collaborator discussed the lesson plan together to adapt with classroom situation, determine time allocation for the implementation, and preventing the possible threats which may come. Adapting with classroom situation includes adjustment of diction and undivided attention from the teacher. Accordingly, both the researcher and the collaborators agreed to use familiar words to give instructions and stating the project starting from display question to referential questions because the students are not capable of receiving complex instruction yet.

Preventing possible threats is important because it can intervene the planned action. This is due to the possibility that there will be days off. This resulted in deciding that the students will have two meetings in a week. The other precaution deals with the implementation of project based learning. In this respect, the researcher and the English teacher work together to group the students based on the result of preliminary study. The students with high score are put together with those who are not within a group. It was decided that there would be five groups consists of five to six students.

Implementing the Action

The implementation of project based learning cover four meetings in a cycle. During those four meetings the students have different activities to do. The detail of it is presented as follows. Step 1, the teacher gives a problem to the students in the form of a group project-based writing focusing on a recount text. In this project, the students are required to conduct short field trip and take photographs of series of events in the place of interest they decide to go. They also need to investigate what transportation to take. The decision on where and when to go is freely determined by each group and mediated by the teacher. In this phase, teacher also gives grounding to the students to ease them in their writing by showing a model text. While showing the text, the teacher guides the students to understand the basic generic structure of a recount text.

Step 2, after the explanation of the generic structure, the teacher divides students into groups of 5 to 6. The group will work together in the process of accomplishing the project. In the group discussion, each group firstly discusses where to go, what transportation to take, when to go, and what things to prepare. In this respect, the teacher gives a sense of responsibility to students in accomplishing their task which is of their own interest.

Step 3, students in group hold field trip on a decided schedule and take as many photos as necessary to complete their project. The students are also required to take a note as their basis to elaborate their paragraph afterwards. After conducting the field trip, students collect their photographs taken from their own cameras or mobile phones. They discuss which photos used in their project based writing. After determining the photographs to be used, the group members divide their tasks as who to write each paragraph covering the generic structure of a recount text within a week.

Step 4, members of the group then work collaboratively to discuss the result of the first draft of the project. The dimensions seen are the content, organization, vocabulary, grammar, and mechanics. By assigning them different paragraph to be observed and analysed, each member should be responsible to revise the draft. In this step, teacher also will arrange a teacher conference, students are given opportunity to show the edited version of their project and ask the teacher about the problem that they still face and the teacher gives his comments.

Step 5, students presented their project result in class along with the submission of the product to be assessed. The assessment will use writing rubric assessment. After the whole process of project based learning was done, students are required to construct their recount text independently. This step is carried out to investigate whether the use of project based learning successfully improves their writing ability.

Observing

In this phase, the researcher observed on how the adjustment of project based learning improved students writing ability on the aforementioned aspects. An achievement test was administered. Students were required to construct their own text within 60 minutes which later then being assessed by two raters. Besides, the researcher also observed students during the implementation of project based learning using observation sheet and questionnaires.

Reflecting

The result shows that there are improvements on the students writing. From 52% students who can organize their writing well during the preliminary study, it improves to 62%. The same thing can be found on the grammar aspect. It improves from 47% to 58%, and the vocabulary mastery improves from 50% to 57%. If we take a look closer, the biggest improvement lies on the organisation. It is in line with the theory that project based learning can foster students analytical skill and make them in more detail and well-ordered (Beckett, 2002). The communication during constructing within the group members had also allowed learners to enhance their vocabulary mastery as well as the grammar accuracy. This is due to their peer correction in group. Since the groups are mixed among those high achieving students and the low achieving students, the high achieving students were expected to give inputs to their members of group.

More importantly, project based learning has proven creating a joyful learning atmosphere in classroom. It was proven by the result of questionnaires that students are pleasantly constructing their drafts in group. It enables them to understand his/her own duty to accomplish. Since there was a teacher conference during the process, students did not feel any hesitation to consult their work.

The exposure problem is also minimized because the learning activity does not only occur in classroom situation, but also outside the class. The students also confessed that they were more confident to write because finding ideas was not as difficult as before they were treated by project based learning. Moreover, since the project required them to have some chronological pictures of themselves, it helped them to pick up more critical details of events. They also stated that they will not have any objection to have similar activities in the future.

Conclusion

Confirming students' problem before conducting any method to teach is a crucial part. Teachers should be able to adjust themselves to students level by not giving too hard materials for them to follow nor too easy for them. As for writing, adjusting project based learning can be one of the solutions to students' problems. It is a student-centred learning where students are given topic to be investigated. It is aimed at problem solving in a collaborative environment in a certain period of time.

Project based learning has been proven effectively improve students ability in writing. They are able to sequence their paragraph in more detail with better grammatical accuracy and vary of diction. Aside from bringing more exposure to students, project based learning also bring an joyful learning atmosphere in classroom.

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TEACHING CRITICAL THINKING THROUGH THE LAST THREE BLOOM'S TAXONOMY THINKING LEVELS IN SPEAKING CLASS

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Abstract

Critical thinking is a skill which must be taught to the students. The purpose of the research is to describe the implementation of the last three Bloom's taxonomy thinking levels in speaking class. This research used descriptive qualitative design which collected documents, observation, and interview as the data. This research was done in speaking class at fourth semester English department students of Borneo University Tarakan. The data was analyzed qualitatively. The result shows that the last three Bloom's taxonomy thinking levels varied from the easiest to the most difficult. Interview result shows that it could improve not only student's speaking but also their critical thinking although they faced some obstacles such as material design and time allocation.

Keywords: Critical Thinking, Bloom's Taxonomy, speaking

Introduction

The initial goal of teaching language is to appreciate literature in particular language and to master the four skills (listening, speaking, reading and writing). Language teaching has evolved and reached different dimensions. Different methodologies are tried to suit different needs. The demand in communication skills has made language learning a critical one. Applying critical thinking in language teaching enhances student's language proficiency. Integrating critical thinking helps to bring out the higher order thinking skills in students (Senthamarai & Chandran, 2016).

Critical thinking in language classes has received much attention in recent days. What is critical thinking actually? Before going to critical thinking, Dewey (1910) explains that thinking is natural to humans but it can be encouraged to develop more effectively. In order to do this, we need to expose students to experiences that present confusion or a dilemma. These experiences, in turn, will stimulate thinking as students become curious and creative in how they reason through dilemmas. From Dewey's perspective, curiosity, if cultivated, will lead to more consistent reflective thought--the heart of effective reasoning. Schaferman (1991 in Vdovina & Gaibisso, 2013) states that critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Furthermore, Elder (2007 in Vdovina & Gaibisso, 2013) interprets critical thinking as self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked.

Why do we have to integrate and develop critical thinking in ELT? It is because Critical thinking is associated with quality thinking and, if sufficiently developed,

provides learners with a more skillful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes. In all these areas language plays a crucial role. We may need to distinguish between the language as a communicative vehicle in everyday situations and the use of the language beyond the survival level. In fact, a lot of verbal communication occurs in everyday situations which do not require much thinking but a number of situational clichés and factual information. Traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. When learning the target language, students need to accept these cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though different, way of verbal expression within a different cultural domain. Practicing thinking critically when trying to identify similarities and differences in how one and the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level (Vdovina & Gaibisso, 2013).

Bloom's taxonomy has been considered an essential model for educators interested in critical thinking. The taxonomy was split into three sections—cognitive, affective, and psychomotor—and is based on the belief that one must develop prerequisite basic skills in each area before progressing to more complex, higherorder skills. The cognitive domain is most relevant to the teaching of critical thinking, and it included six categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories were assumed to be hierarchical, increasing in concreteness and complexity as one moved through the taxonomy. For example, one must develop knowledge (basic concepts, facts) before being able to move to comprehension, where one can use these facts in comparisons, transformations, or new interpretations. This model of critical thinking has long been popular with educators (Bloom et.al, 1956).

Krathwohl (2002) later revised the cognitive taxonomy, altering the language to reflect the active processes that students should be engaged in within each category. He split the cognitive domain into two dimensions: the Knowledge dimension (with categories representing factual, conceptual, procedural, and metacognitive knowledge) and the Cognitive Process dimension (remember, understand, apply, analyze, evaluate, create). The new process dimension, which is most relevant to this discussion of critical thinking, was considered to be less hierarchical, with considerable overlap among many of the categories.



Figure 1. New version of Bloom's taxonomy thinking levels



Figure 2. Activity in new version of Bloom's taxonomy thinking levels

Remembering is about how the students can recall or remember the information, **Understanding** related to how the students can explain ideas or concepts, **Applying** means how the students can use the information in a new way, **Analyzing** concerns on how the students can distinguish between the different parts, **Evaluating** deals with how the students can justify a stand or decision, and **Creating** focus on how the students can create new product or point of view.

Developing higher critical thinking ability in college students has been regarded as an essential outcome of higher education. Teaching EFL students to think critically is naturally part of classroom teaching. This paper presents the research result in implementing the last three Bloom's taxonomy thinking levels which belong to Higher-Order Thinking Skills.

Research Methods

The design of this research is descriptive qualitative. This research is designed to describe the implementation of the last three Bloom's taxonomy thinking levels in speaking class. This research was conducted at English Department of Borneo University Tarakan, in academic year 2014/2015. The subject of the research was Fourth Semester Students.

The researcher used Closed-observation. In the observation activities, the researcher acted as non-participant observer. It means, the researcher did not participate and interfere in teaching learning process. The aspects observed were the implementation of the last three Bloom's taxonomy thinking levels in speaking class. In this case, the researcher gave a checklist in every frequency of types of the last three Bloom's taxonomy thinking levels used by the lecturer. In recording activities, the researcher recorded every activity among the lecturer and the students in the classroom. The researcher recorded the real condition in implementing the last three Bloom's taxonomy thinking levels in speaking class. In interview session, the researcher asked questions which correlated with the implementation of the last three Bloom's taxonomy thinking levels in speaking class. The questions asked were about lecturer's problems in teaching speaking class with the last three Bloom's taxonomy thinking levels, the strengths and weaknesses and opinion about student's speaking.

The data of this research were analyzed by using qualitative data analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1994).

Findings and Discussion

The result shows that the appearance of Frequency of types of the last three Bloom's taxonomy thinking levels used by the lecturer varied from one to another. Percentage of the result shows that 43% belongs to analyzing, 49% belongs to evaluating, and 8% belongs to creating.

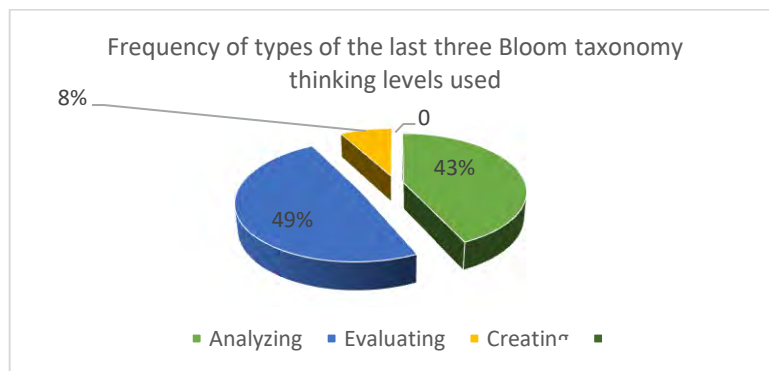


Chart 1. Frequency of types of the last three Bloom's taxonomy thinking levels used.

From the result above, it can be said that the focus in implementing the last three Bloom's taxonomy is to increase student's higher order thinking skill. **Analyzing** concerns on how the students can distinguish between the different parts, **Evaluating** deals with how the students can justify a stand or decision, and **Creating** focus on how the students can create new product or point of view. These three Bloom's taxonomy thinking levels take the students to learn how to be critical thinkers. Critical thinking is barely taught directly in educational setting in a systematic way (Chaffee, 1992 in Fahim, 2014). The main concern since then was to devise strategies and techniques of how to transform important instructional objectives in real activities integrated into classrooms. On balance the educator has to lead students from the most important skill of thinking and reasoning to the most complex form of cognitive skills that is knowledge, comprehension, application, analysis, synthesis and evaluation followed by logical reasoning and decision making. Furthermore, the instructor has to use laws of logic to help students to evaluate proposition. Paul and Elder (2007) argue that students will be able to think critically when they are consciously and deliberately thinking through some dimension of the logic of the discipline they are studying. Similarly, Halpern (2003) claims that when critical thinking is explicitly taught by using various examples from academic disciplines, students will be able to learn to improve their thinking ability and habits.

The result of implementing the last three Bloom's taxonomy thinking levels followed Chamot (1995) who has identified five kinds of instruction that provide students with the chance to demonstrate and develop their thinking and says that they can provide the framework for developing a community of thinkers in the language classroom: (1) recognizing and building on student's prior knowledge (2) providing meaningful learning tasks (3) engaging in interactive teaching and learning (4) focusing on learning processes and strategies and (5) helping students evaluate their own thinking.

The implementation of the last three Bloom's taxonomy thinking levels is also blended with Project based learning. This decision is supported by Senthamarai & Chandran (2016) that Project based learning in language classes has the high output of critical thinking. Project work results in improved decision making abilities and critical thinking skills and problem solving. Project based learning is a way to promote the simultaneous acquisition of language, content, and skills. Project based learning equips learners with better ability to conceptualize, apply previously taught knowledge, interpret,

debate, defend, compare and contrast, analyze pros and cons, and assimilate few new ideas into a newer one. Bloom's higher order cognitive skills are applied in every stage of the project. There is a clear distinction between general projects and projects in language classroom. General projects (other than English Language) have the objective of bringing the end product whereas projects in English language classes require careful consideration of language skills: grammar, diction, coherence, organization etc., besides the end product. As stated earlier, the recent focus in communicative skills has given more importance to nuances of language learning. A task is an activity which requires learners to use language, with emphasis on meaning to attain an objective. Project based learning is a practical approach to language learning. Learners will engage in higher order cognitive skills. Students' higher order cognitive skills of analyzing and evaluating have significant roles as they demand students' input more. Students will have to engage in collaborative learning in order to bring the best product. Projects integrating critical skills enhance students' tolerance, acceptance of others' view, understanding and all social and life skills.

Student's result in Speaking also shows result which is expected by the lecturer. It can be seen from Student's score after the implementation of the last three Bloom's taxonomy thinking levels. 31% students got A, 38% got B+, and 31% got B.

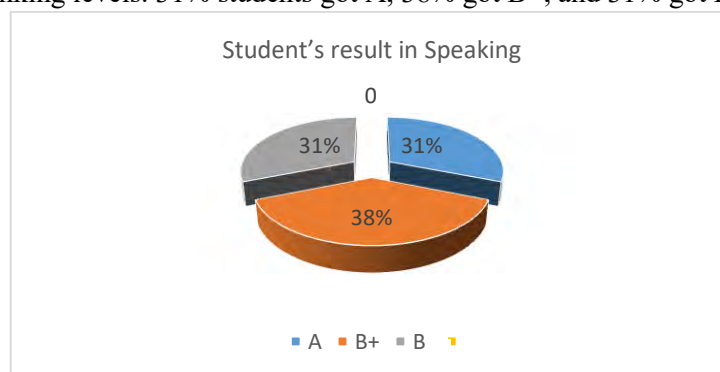


Chart 2. Student's result in Speaking

Krathwohl (2002) states that Bloom saw the original Taxonomy as more than a measurement tool. He believed it could serve as means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

The result of students speaking is based on the implementation of the last three Bloom's taxonomy thinking levels in the form of questions which must be answered by the students orally. In analysis, students were asked to break the problems down, recognizing connection between subparts. In evaluation, students were asked to critically use information to make reasonable judgements. In creation, students were asked to combine separate elements to form a coherent whole. Assessments were based on simulations that approximate real-world problems and issues and that reflect "authentic" problems, contexts, and performances.

Interview result shows that the lecturer said that the implementation of the last three Bloom's taxonomy thinking levels are not only improve student's speaking but also their critical thinking. The lecturer said that student centered was dominant than teacher centered. The students gain confidence, self-esteem and renewed motivation in speaking. The challenges and barriers appear such as: (1) revision the curriculum, textbooks and tests (2) time allocation (3) classroom management (4) preparation before teaching.

The findings of this research confirm results from similar research by Feng (2013), AmiriMehr et.al. (2014), and Senthamarai & Chandran (2016). Meaningful results are not only in developing students' language skills but also in promoting their higher-order critical, lateral, and reflective thinking skills. Every aspect of language can be taught and students can be fruitfully oriented towards Critical Thinking in terms of enhancing a set of higher-order thinking skills and raising their awareness for social change. Learners can grow, excel and contribute as responsible critical thinkers within today's information-based world of technological advancement and increased competition.

Conclusion

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work. Project based learning is perhaps one of the few best hands-on methods where Bloom's higher order thinking skills is applied in every stage of project done. Skillful use of wait-time and creating a safe, respectful and encouraging thinking environment are integral to fostering higher order thinking in students. Teaching critical thinking is a great challenge, but it deserves commitment of the highest degree. If EFL students can strengthen their critical thinking skills at school today, they will become a qualified citizen tomorrow to solve any tough problems. Critical thinking encompasses reflective thinking, reactive thinking, lateral thinking, and vertical thinking. Critical spirit requires one to think critically all aspects of life, to think about one's own thinking, and to act on the basis of what one has considered when using critical thinking skills.

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THE IMPLEMENTATION OF INTEGRATED E-LEARNING IN TEACHING SPEECH TRAINING

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Abstract

Integrated E-learning is a combination of elements of technology, pedagogy and organization which creates complex, flexible, and dual learning. The purpose of the research is to describe the implementation of Integrated E-learning in speech training class. This research used descriptive qualitative design which collected documents, observation, and interview as the data. This research was done in speech training class at fourth semester students of Borneo University Tarakan. The data was analyzed qualitatively. The result shows that integrated E-learning could improve student's speech and increase their motivation in learning. Interview result shows that Integrated E-learning could improve not only student's speech but also their skill in using information technology although there were some obstacles such as availability of computer for each student and unstable internet connection.

Keywords: Integrated E-learning, Speech Training, Information Technology

Introduction

E-learning has started to emerge in many developing countries where it is likely to have a huge potential for governments in helping to meet an increasing demand for education and address the growing decline of trained teachers (UNESCO, 2006 in Rhema & Miliszweska, 2010).

Olson (2011) mentions some of the important potential contributions of e-learning programs in such educational systems include: (1) Addresses the shortage of teachers, especially science and other specialty teachers. It can do this by providing high quality teaching materials, such as videos, interactive software or information from a "cloud" on the Internet or a local computer. In a distant classroom or video conferencing approach, the number of students who receive live instruction from teachers in specialty subjects can be much larger. (2) Addresses the shortage of learning material such as textbooks for students. The material could be made available on hand-held devices such as e-readers or mobile phones. Interactive features such as quizzes or games could improve the level of learning and understanding. (3) Improves the quality of education by providing improved informational content and learning approaches. Interactive, communicative e-learning may promote the development of skills in students (so called "21st Century Skills") such as critical thinking and problem solving, communication, collaboration and creativity. (4) Provides students information and communications technology skills. The graduates will be better equipped to contribute to the knowledge-centered globalized economy of their counties.

Furthermore, Olson (2011) explains that a teacher deciding to use technology needs to consider how it may provide a solution to a particular problem of practice they have within their learning environment. An example of addressing a problem of practice could be the use of e-readers to address a lack of textbooks. Another could be how to help children understand "big ideas" or concepts in science education. A third could be

helping students, working alone or in groups, to use computer simulations to manipulate the environment and immediately see the outcomes. Rather than just being told about a certain theory, they can experience the theory, which enhances their learning and enables them to retain the concepts for longer.

Traditional Learning Environments	New Learning Environments
<ul style="list-style-type: none"> • Teacher centered instruction • Single sense stimulation • Single path progression • Single media 	<ul style="list-style-type: none"> • Student centered instruction • Multisensory stimulation • Multipath progression • Multimedia
<ul style="list-style-type: none"> • Isolated work • Information delivery • Passive learning • Factual, knowledge-based • Reactive response • Isolated, artificial context 	<ul style="list-style-type: none"> • Collaborative work • Information Exchange • Active/exploratory/inquiry based learning • Critical thinking and informed decisions • Proactive / planned action • Authentic, real-world context

Table 1. Traditional and New Learning Environments. Source: DOE 1998 in Olson, 2011.

FAO (2011) tries to make clear concept of E-learning which the definition is the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance. There are two general approaches to e-learning: self-paced and facilitated/instructor-led. Self-paced learners are alone and completely independent, while facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. Often, e-learning courses combine both approaches, but for simplicity it is easy to consider the two separately. As we have seen, e-learning approaches can combine different types of e-learning components, including: e-learning content; e-tutoring, e-coaching, e-mentoring; collaborative learning; and virtual classroom. E-learning content, it can include: simple learning resources; interactive e-lessons; electronic simulations; and job aids. E-tutoring, e-coaching, e-mentoring: Services which provide human and social dimensions can be offered to learners to support them through the learning experience. Collaborative learning: Collaborative activities range from discussions and knowledge-sharing to working together on a common project. Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners. Virtual classroom: A virtual classroom is the instructional method most similar to traditional classroom training, as it is led completely by an instructor. The quality of an e-learning course is enhanced by: **learner-centred content:** E-learning curricula should be relevant and specific to learners' needs, roles and responsibilities in professional life. Skills, knowledge and information should be provided to this end. **Granularity:** E-learning content should be segmented to facilitate assimilation of new knowledge and to allow flexible scheduling of time for learning. **Engaging content:** Instructional methods and techniques should be used creatively to develop an engaging and motivating learning experience. **Interactivity:** Frequent learner interaction is needed to sustain attention and promote learning. **Personalization:** Self-paced courses should be customizable to reflect

learners' interests and needs; in instructor-led courses, tutors and facilitators should be able to follow the learners' progress and performance individually. **Blended learning** combines different training media (e.g. technologies, activities and events) to create an optimum training programme for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with electronic formats.

Liu (2013) adds E-learning as a new way of study different from traditional face-to-face learning, is defined as an innovative way of conducting learning activity at flexible times and places through the Internet. Normally e-learning includes most kinds of electronically supported learning and teaching. Web-based learning, Internet-based learning, and computer-based learning are all frequently used terms meaning e-learning. More precisely, e-learning encompasses both Internet-based learning and computer-based learning, which consist of components of online learning.

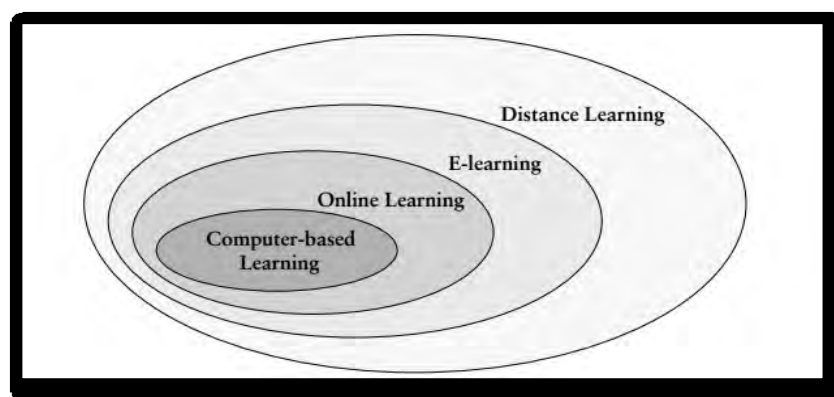


Figure 1. Scope of E-Learning. Bachman in Liu, 2013.

E-learning has several advantages over traditional learning. First, e-learning offers an innovative way of delivering instruction through a wide-spread environment. By this means, e-learning has substantially improved learning efficiency and generated more opportunities for a wider range of audience, those have access to computers and the Internet. Secondly, it has changed the traditional relationship between teachers and students, a relationship in which teachers are in the dominant position while students are passive receivers of whatever teachers deliver. In the environment of e-learning, students can participate in class in an interactive way by taking advantage of mediated technologies such as roleplaying, video-conferencing, online references, personalized coaching, project teams, chat room, discussion board, and so forth.

This paper tries to explore the implementation of Integrated E-learning in English Foreign Learning, especially speech training class. Understanding on integrated E-learning theories to be implemented practically in finding its strengths and weaknesses as well as challenges and barriers.

Research Methods

The design of this research is descriptive qualitative. This research is designed to describe the implementation of Integrated E-learning in speech training class. This research was conducted at English Department of Borneo University Tarakan, in academic year 2014/2015. The subject of the research was Fourth Semester Students.

The researcher used Closed-observation. In the observation activities, the researcher acted as non-participant observer. It means, the researcher did not participate and interfere in teaching learning process. The aspects observed were the implementation

of Integrated E-learning in speech training class. In this case, the researcher gave a checklist in every frequency of types of E-learning tools used by the lecturer and the students. In recording activities, the researcher recorded every activity among the lecturer and the students in the classroom. The researcher recorded the real condition in implementing Integrated E-learning in speech training class. In interview session, the researcher asked questions which correlated with the implementation of Integrated E-learning in speech training class. The questions asked were about lecturer's problems in teaching speech training class with integrated E-learning, the strengths and weaknesses and opinion about student's speaking.

The data of this research analyzed by using qualitative data analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1994).

Findings and Discussion

The result shows that the appearance of Frequency of types of E-learning tools used by the lecturer and the students varied from one to another. Percentage of the result shows that 26% belongs to website browsing, 22% belongs to YouTube watching, 18% belongs to WhatsApp group messaging, 15% belongs to PowerPoint presentation, 12% belongs to e-mail using, and 7% belongs to video call.

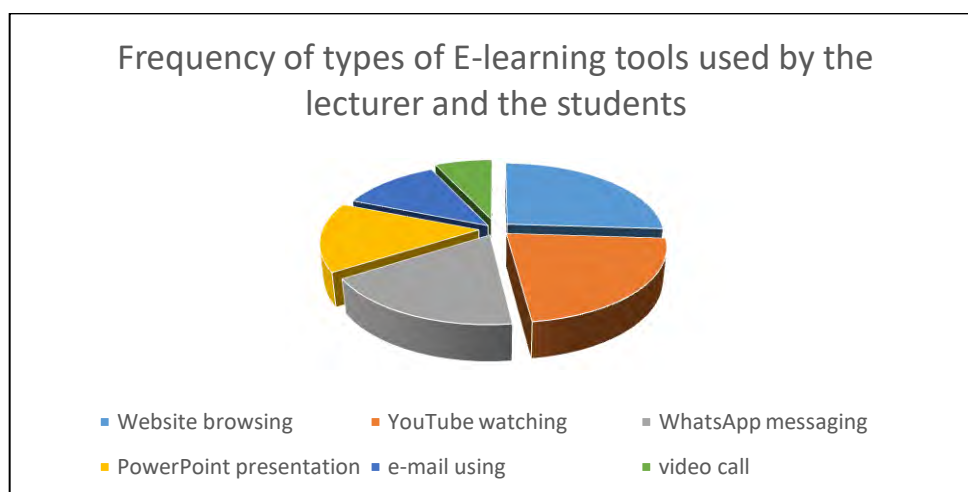


Chart 1. Frequency of types of E-learning tools used by the lecturer and the students

Website browsing, internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more (Chhabra, 2012). From the result, it can be seen that website browsing gets the highest percentage and used by the lecturer and the students in preparing the materials for speech training class.

YouTube videos can be used in an ELT classroom for various aspects of English as to enhance vocabulary, accents, pronunciations, voice modulation and many more. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. The teacher can use it as a tool for improving their Listening and Speaking, Reading and Writing skills (Chhabra, 2012). From the result, it can be seen that YouTube is at second place. The lecturer and the students downloaded many videos from YouTube which appropriate speech training class.

WhatsApp is the free messaging apps available in the app market, and that is supported on various platforms of the smartphone like Android, IOS, Symbian, Java, etc. This application is being used by more than one billion people from across the world with the help of the internet connection. People across the globe has been using this app for sending as well as receiving messages, images, audio, videos, emoji and lots more. Using this WhatsApp in learning gives advantages where the teacher and the students can make a group to communicate everything not only about teaching and learning in the classroom but also outside the classroom. The teacher and the students can discuss and solve problems in learning (iTunes store). From the result, it can be seen that the third place is WhatsApp. WhatsApp is used by the lecturer and the students outside the class to continue the discussion after the class is over. It gives opportunity to continue question and answer session which is limited time in the classroom.

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning. Potential benefits of using presentation graphics include: engaging multiple learning styles, increasing visual impact, improving audience focus, providing annotations and highlights, analyzing and synthesizing complexities, enriching curriculum with interdisciplinary, increasing spontaneity and interactivity, and increasing wonder (Microsoft). From the result, it can be seen that PowerPoint presentation is at the fourth place. The lecturer uses it to explain the theory related to speech training class and the students use it to present their understanding about speech training after browsing the information.

E-mail is a communication tool which is being used in language learning. E-mail was in use before the internet even existed and is probably the most commonly used Internet application. For learners of English e-mail is an excellent way to communicate with their instructors because of its usefulness and easiness (Sarica & Cavus, 2009). From the result, it can be seen that E-mail is placed at fifth position. E-mail is used by the students to send the assignments from the lecturer while the lecturer uses it to give feedback on student's assignments.

Using video call provides unlimited possibilities for the teachers and students to collaborate with each other anywhere. Through video call the teachers can provide mentoring or homework help to the learners (Chhabra, 2012). From the result, it can be seen that video call is at the last position. The lecturer and the students seldom use it outside the class because they often use WhatsApp.

From the result above, E-learning used in the classroom is also combined with project-based learning (PBL). It is in line with Motteram (2013) where Technology is well-suited to project-based learning (PBL) because students can be encouraged to draw on a range of technological tools in order to research, present and share their projects'. It functions: (1) Serve as an up-to-date information hub for course participants, with scheduling, announcements, and private individual access to course grades and feedback. It can be adjusted to reflect any unplanned changes to course scheduling or the syllabus, and participants can be notified immediately through a messaging system. (2) Fulfil the traditional class website function of repository for course materials for student self-access. In web-enabled classrooms with digital projectors, audiovisuals and written materials such as short exercises or questions can be posted and also displayed on a projection screen for the class. This provides students with convenient access to the same set of materials and resources that the instructor displays in class, allowing students to review and/or preview class material online. (3) Operate as a central online learning space,

providing access to a range of activities which have the potential to support language development. Skills-focused activities such as tutorials, quizzes, and listening comprehension exercises can be created beforehand and released for student access as needed.

Student's result in speech training class also gives positive result. It can be seen from Student's score after the implementation of E-learning. 33% students got A, 47% got B+, and 20% got B.

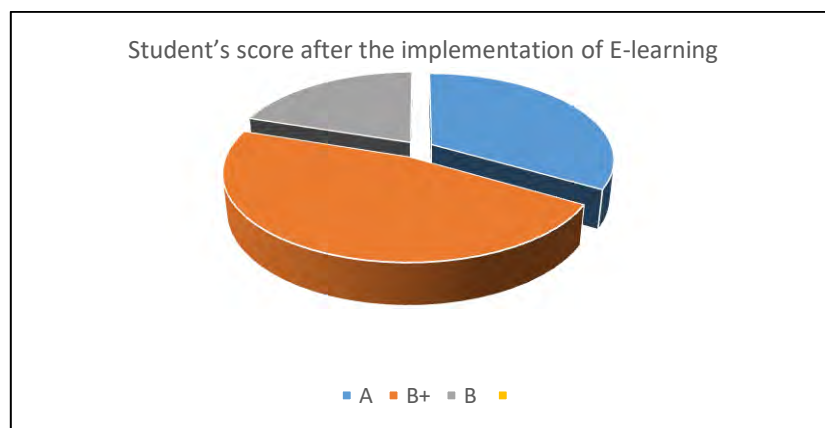


Chart 2. Student's score after the implementation of E-learning

Olson (2011) explains that the impact of e-learning on student achievement is complex and mediated by a range of other factors affecting achievement. It is clear, however, that: (a) Their effectiveness is closely related to how the technology is used as an educational tool. Students learn best with e-learning when interactively engaged in the content. Using technology can motivate students, particularly underachieving students, to learn. (b) Teachers report that tutorials in subjects such as math and science significantly improve student performance. Word processing software improves writing skills. (c) Providing technology on its own has little impact on achievement. Substantial effort must be put into infrastructure, teacher training, curriculum development, assessment reform, and formative evaluation.

Interview result shows that the lecturer said that the pedagogy often shifts from a teacher - centered classroom environment to a more learner - centered environment, allowing more effective use of technologies. Teachers report that they gain confidence, self-esteem and renewed motivation in e-learning environments. The challenges and barriers appear such as: (1) the full integration of e-learning into the curriculum, textbooks and tests (2) a strong program of training teachers to both use and teach with technologies, (3) the establishment of a pedagogical foundation for e-learning to assist teachers in integrating it into their teaching (4) providing ongoing support for teachers and (5) educators joining a community of practice.

The findings of this research confirm results from similar researches by Rhema & Miliszweska (2010), Fageeh (2011), Shen & Suwantep (2011), Mtega et.al, (2012), Salehi & Salehi (2012), Al-Furaydi (2013), Wang & Chou (2014), Mulyono & Halim (2015), and Soussi (2015). The integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented.

Conclusion

The classroom environment, today, is completely different from the traditional classroom. The traditional methods which are mainly based on lecturing and rote learning reduce English language learning to mechanical memorization and miserably fail in developing English language as a skill among the learners. New technologies like Internet, YouTube, WhatsApp, PowerPoint presentation, e-mail, video call such Skype, tweeter, blogs, mobile phones, interactive boards and many more have added not only stimulus but also learners' engagement and true interactivity within the classroom. The teachers can engage the learners to become skilled at English Language by using the innovative ELT techniques like English songs, movie clippings, dramatics, advertisements, sports commentaries and many more. E-learning will facilitate traditional learning besides its own specific advantages, given the wonderful communication techniques available with it; it will also save time and effort, as well as break the red tape embedded in procedures with enrolment in traditional educational programs; information exchange will be more easily accessible and more fun.

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MAKE THEM READ: USING LITERATURE IN ENGLISH LANGUAGE CLASSROOM TO PROMOTE INDEPENDENT READING

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Abstract

This article aims to promote independent reading in the Indonesian context with the help of literary texts. Most of the students nowadays are not interested in reading and only read for the sake of assignment. Literature is believed to be able to motivate the students to read. Though there is a few limitations, literature is viewed as a rich resource for reading activity which is really good to start independent reading time in classroom or outside the classroom. Teachers still need to play several roles such as maintaining the atmosphere in independent reading, modelling and facilitating the students. Finally, this paper is expected to give new insights for teachers to use many kinds of literary texts to motivate the students to read independently which in the end will built the reading habit of the students.

Keywords: literature, independent reading, ELT

Introduction

Most people assume literature is an important part of education. But not everyone really thinks about why that is. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews. The use of literature as technique for teaching basic skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. In addition, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into the mother tongue, Indonesia. Since translation gives students the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in language teaching. Besides, literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story.

The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

In the same vein, McKay (1982 cited in Shazu 2014) argued that literature offers several benefits to ESL classes. It can be useful in developing linguistic knowledge both on a usage and use level. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps "spur their own creation of imaginative works".

As previously explained, we can adjust that literature is also one of good techniques to teach reading. Chastain (1988, p. 217) defined reading as a receptive skill in that reader is receiving a message from a writer. When readers do not comprehend, they are not reading. As we know that nowadays reading problem seems to underlie many of the unpleasant interactions we have in the classroom: students are not interest with reading activity. So, it is the teacher duty to make reading activity more interesting and gain students motivations to read more. Teacher has to make attractive materials to gain students motivation in reading activity.

Using literature is a good idea to make students more interest in reading. In teaching reading through literature, ESL/EFL teachers should adopt a dynamic, student-centred approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities (Stern, 1991, p. 332).

This article aims to promote independent reading in the Indonesian context with the help of literary texts. To achieve this aim, it firstly describes the use of literature in English classes in general and defines independent reading. Secondly, in light of the theories and empirical evidence underlying the kinds of literature in improving language skills, this article highlights the implementation and advantages of literature in reading skills. Next, explains the role of teacher in independent reading. Finally, drawing on the current situation of EFL reading both in the broader context and more specifically in the Indonesian context, this article outlines the recommends future direction of engaging students in independent reading using literature.

So, What is Independent Reading?

The term Independent Reading (IR) implies that the students are actually choosing something to read that is at a level of difficulty so they can read fluently and understand what they are reading and it is something that students can do at any time of the day or night in any discipline, rather than just occurring once a day. According to Atwell (1998, p. 36), if we want our students to grow to appreciate literature, we need to give them a say in decisions about the literature they will read.

A large collection of independent reading materials supports student choice in what they read. Several researchers have concluded that providing students with choice of independent reading materials contributes to motivation to read and a sense of ownership over their reading (Gambrell, 2011; Guthrie & Humenick, 2004; McRae & Guthrie, 2009).

Wutz & Wedwick (2005) explained that the main purpose for independent reading is to allow students to self-select just-right books on their own and to spend time engaged in reading those books. Children and young adults learn to read and write by having meaningful, authentic reading and writing experiences and by getting support from more experienced individuals. In order for students to become expert readers and

writers, they must have time to practice and apply what they are learning - reading and writing. Therefore, it is essential that the literacy centered classroom provide time for students to read independently in self-selected books and to engage in self-initiated writing.

Independent reading is a critical factor in developing students' reading proficiency. This statement supported by several previous studies. Time spent reading independently positively impacts reading achievement (Allington, 2009; Gambrell et al., 2011; Hiebert & Martin, 2009). Reading achievement after student experience with a teacher-guided form of independent reading—scaffolded silent reading—was similar to achievement after experience with guided repeated oral reading, a method found effective by the National Reading Panel (Hiebert & Martin, 2009, p. 20, citing Reutzel, Fawson, & Smith, 2008).

Franzak (2008, p. 332) argued that independent reading practice is most effective when students select their own material, which may include magazines, newspapers, series books or graphic novels and many other literary texts. Teachers who incorporate independent reading in their classroom often allow for students choice while reserving the right to approve student selection.

Independent reading time during the school day increases reading achievement and engagement because it helps students enjoy reading, expands their experiences, provides them with context to practice skills such as decoding, and increases their vocabulary (Johnson & Blair, 2003, p. 187). Furthermore, Johnson and Giorgis (2002, p. 780) stated in their article, *Pleasure Reading*, that "time to read books of their own choosing, for their own purposes, and without having to prove that comprehension has occurred remains significant in the ongoing development of readers".

Implementation of Literature in Engaging Students to Read

Students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned, than students who passively receive what we teach them. As teachers, therefore, we play critical roles, one of them is how to encourage and enable our students to engage in the learning process, especially in reading. Below are the implementations of some literary texts in order to engage students in reading activity.

1. Poetry

Çubukçu (2001, p. 1) defined poetry as a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey love and appreciation for the sound and power of language. At this juncture, it can be stated that students become familiar with the suprasegmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

Poetry can pave the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. According to Hişmanoğlu (2005) in his paper, there are at least two learning benefits that can be derived from studying poetry; 1) the appreciation of the writer's composition process, which students gain by studying poems by components, and 2) developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability

Furthermore, Saraç (2003, pp. 17-20) also explained the educational benefits of poetry as follows:

- a. provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,

- b. Triggers unmotivated readers owing to being so open to explorations and different interpretations,
- c. evokes feelings and thoughts in heart and in mind,
- d. makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tone that is not easy to translate into another language (Sage, 1987, p. 12-13).

There are several previous studies on the implementation of poetry in reading class, one of them is Norris (2010). She conducted research on using poetry to teach reading comprehension. As the result, she found that poetry is a good technique for students' to make strong connections to the poems because it would benefit their comprehension in reading activity. Besides, poetry can be a creative way of exposing English language learners to quality literature while teaching reading strategies at the same time. Students can use these short, fun, non-threatening pieces of text to begin to learn how to apply reading strategies to increase their comprehension.

2. Short Stories

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage, 1987, p. 43). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits (Arıoğlu, 2001, p. 11-18):

- a. makes the students' reading activity easier due to being simple and short when compared with the other literary genres,
- b. enlarges the advanced level readers' worldviews about different cultures and different groups of people,
- c. provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- d. motivates learners to read due to being an authentic material,
- e. offers a world of wonders and a world of mystery,
- f. gives students the chance to use their creativity,
- g. promotes critical thinking skills,
- h. facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- i. helps students coming from various backgrounds communicate with each other because of its universal language,
- j. helps students to go beyond the surface meaning and dive into underlying meanings,
- k. acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. Put it in another way, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the

development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage, 1987, p. 43).

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994, p. 15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material. In addition to the previous criteria, Spack (1985) suggests the aspect of interest to be considered. It is important for the teachers to choose stories that would interest students that he/she most likes to read and teach, and that have been made into film to provide visual interpretation. McKay (2001, p. 322) and Rivers (1968, p. 230) point out that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

3. Drama

Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language. As Sarıçoban (2004, p. 15) suggested in his paper, learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way.

According to Lenore (1993) in his book, there are many advantages of using drama in ELT, they are 1) stimulates the imagination and promotes creative thinking, 2) develops critical thinking skills, 3) promotes language development, 4) heightens effective listening skills, 5) strengthens comprehension and learning retention by involving the senses as an integral part of the learning process, 6) increases empathy and awareness of others, 7) fosters peer respect and group cooperation, 8) reinforces positive self-concept, 9) provides teachers with a fresh perspective on teaching, 10) helping learners improve their level of competence with respect to their receptive and productive skills,

In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the re-enactments of social events, students improve their personality and code of behaviour. Thus, they can achieve more meaningful and realistic teaching from which students can benefit to a great extent.

Besides, in using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. Moreover, using drama activities and techniques inside the classroom has changed the role of the teacher. The class becomes more of a learner-centered rather than a teacher-centered one. The teacher is merely the facilitator.

In sum, drama activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make

themselves understood in the target language, then drama does indeed further this end. One of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination.

4. Novel

The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits:

- a. develops the advanced level readers' knowledge about different cultures and different groups of people,
- b. increases students' motivation to read owing to being an authentic material,
- c. offers real life / real life like settings,
- d. gives students the opportunity to make use of their creativity,
- e. improves critical thinking skills,
- f. paves the way for teaching the target language culture,

Helton, C.A, J. Asamani and E.D. Thomas (1998:, p. 1-5) expound the educational benefits of novels as follows:

- a. stimulates their imagination,
- b. helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences,
- c. helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions,
- d. develops oral and written language skills,
- e. presents a unique way of teaching reading by getting students involved and excited about the reading process,
- f. motivates students to become a lifelong reader

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel.

In sum, the use of novel is a very beneficial technique in today's foreign language classes. If selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult, boring, un-motivating, novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing.

Though there is a few limitations, literature is viewed as a rich resource for language learning. For many students, literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. In other words, literature is used to ‘put students in touch with some of the more subtle and varied creative uses of language’ (Shazu, 2014). Because of the benefits of using literature in teaching language skills, the teacher has an important role in teaching English through literature because literary texts can motivate their students to read. So, in the end, the students can be an independent reader.

Teacher’s Role in Independent Reading

Because the term independence focuses attention on learners’ independence, people might mistakenly interpreted as solitary reading in which learners choose and read books as well as progress in their own. This, however, is a mistake. Kocak (2003, p. 17) explained that the independence which implies the total freedom of teachers or teaching materials and which is exercised for autonomous behaviour is always conditioned and constrained by inescapable interdependence which means working together with teachers and other learners towards shared goals. Therefore, independent reading does not mean reading alone without any guidance and control from teacher. According to Franzak (2008, p. 332) the teacher's responsibilities in independent reading are as follows:

- a. Maintaining an atmosphere conducive to reading; providing ample reading time in class
- b. Implementing assessments that provide information about students engagement and comprehension
- c. Conferring with students about their reading
- d. Planning mini-lessons with explicit demonstrations that help students learn how to select appropriate texts for independent reading, to sustain their attention while reading independently, and to learn more about processing a variety of texts.
- e. Using brief conferences to scaffold any aspect of the reading process or writing about reading that needs attention so that the student can work independently.
- f. Modelling engaged reading by reading and sharing personal enthusiasm for books.

Concluding Remarks

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Literary texts provide opportunities and appeal to the L2 learners with various learning styles. Though there is a few limitations, literature is viewed as a rich resource for reading activity. Literature also provides a key to motivate them to read texts in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. In other words, literature is used to put students in touch with some of the more subtle and varied creative uses of language. The advantages of using literature in teaching language skills opens a wide door for the teachers to implement independent reading time in their class. Teachers still has an important role in implementing independent reading using literature, such as monitoring, facilitating, controlling and guiding in a more convenient way. So, in the end, the students can be an independent reader.

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9GAG'S CAPTION TO PROMOTE STUDENTS' LANGUAGE CREATIVITY

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Abstract

Creating an effective way of teaching that can help students to be more interested and motivated in learning English has become an important issue for English teacher. This conceptual study is aimed to give an alternative strategy for English teachers to promote students' language creativity through "9GAG's Caption." 9GAG is a well-known site that produces funny and extraordinary pictures. When not all pictures in 9GAG have captions as the description, students can challenge themselves to think creatively to create interesting and logical phrases or sentences representing the pictures. By sharing the background of their creative captions with their friends, students can learn from each other as well as appreciating other's POV. The implementation of this strategy will help teachers to bring enjoyment in the class while widening students' learning opportunities.

Keywords: language creativity, 9GAG's caption, learning opportunities

Introduction

Learning a foreign language is challenging but never easy considering it is not only about the theory that learners have to pay attention to such as grammar, but also the application of it through the four skills: listening, speaking, reading and writing. Among the skills, writing has been the hardest one since it involves complex details (Adas & Bakir, 2013) from connecting ideas to exploring vocabulary collection in order to find the proper diction. Another issue is not all language learners are aware of the importance of vocabulary for their writing while Cameron (2001) mentions that vocabulary plays a great role for learners in acquiring a language. To be more specific, Ferreira (2007, p. 2) highlights the significant of vocabulary that the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in writing fluency. Rink (2014) provides ten tips to improve English writing skills in which one of those is improving learner's vocabulary. From here it is crystal clear that writing and vocabulary is like two sides of the same coin; they are closely related. Interestingly, although a lot number of literatures emphasize the importance of vocabulary in writing which cannot be neglected, with a little creativity to create an innovation in language teaching, a teacher can actually turn writing into a more enjoyable activity.

Doing enjoyable activities to channel language learning provides both the teacher and students big advantages. For the teacher, making writing into a fun activity helps him or her to get students' attention to the subject and therefore, it is easier for the teacher him/herself to direct learners achieving the learning objectives that has been set from the beginning. When the learning objectives are accomplished, it can be considered that the teacher has been successful in bringing fun and supportive situation to the classroom thus the students do not come only to avoid punishment, but rather they find excitement in learning. The notion of Shpancer (2004) supports the argument that when students have fun learning, they learn that learning is fun, which is one of the goals of teaching. Meanwhile, for the students fun learning facilitates them to demonstrate the knowledge

they have without feeling frustrated due to cold and uncomfortable atmosphere in the classroom. They can explore more on their language creativity that becomes a part of their daily communication.

Taking the aforementioned advantages into consideration, the teacher is challenged to look for an applicable and exciting way to train students' writing skill through the creative use of vocabulary; and the key question is "how?" According to Hamayan (2009), at least there are two ways to direct the activity to be more fun which are making it more relevant to students' everyday lives and making it more interesting to them. Thinking of an aspect that is close to students' daily lives nowadays, it could be social media. In their paper, Allen et al. (2012) state social media tools have been recognized as having a role in democratizing creativity, that can be meant as providing students who are in this case 12th graders, with ample opportunities to express their thought through vocabulary they possess. Moreover, the use of social media can promote creativity and some other points that will be useful for them now and then, such as independent learning, collaboration and communication skills, and critical thinking. Collaborating the importance of writing skill and vocabulary, the benefits of fun learning, and the basic competence 12th graders should acquire, 9GAG is then selected to be the social media to help students develop their language creativity.

9GAG is an online platform and social media website where users upload and share user-generated content or other types of contents including pictures with captions. Most of the time, the images uploaded to 9GAG contains uniqueness, humours, critics, and ambiguities in which users are able to interpret the message delivered as represented through the caption they create and that is the reason why images downloaded from the social media can bring enjoyment and excitement to the classroom when adapted as teaching media. This is also supported by the basic competence of English lesson for 12th graders; in point 4.7 it is mentioned that students should be able to understand the message delivered by the caption attached to the picture, while point 4.8 mentions students should be able to create a caption by considering its social function, text structure, and appropriate language aspects based on the context. Another highlighted point to use pictures from 9GAG is a picture is worth a thousand words which means using images to English language learners can be very much effective in helping them learn better (Ferlazzo, 2012), especially for those containing funny or strange features as they will be more memorable (Bond, 2011).

How will the pictures be employed to promote language creativity in students? The pictures from 9GAG will be selected carefully based on certain criteria. The captions will not be attached in order to give the 12th graders large learning opportunities to both understand the possible message delivered by the pictures and express their language creativity by creating an appropriate caption based on the context. The students will also be given time to, in turn, share the ideas underlying the caption with the whole class.

Discussion

Preparing the Media

This preparatory step is important as teachers should make sure that the materials to be used are suitable for the students and full of meaningful messages/values that can be explored by the students through writing the caption. Therefore, teachers need to make a list of 9GAG pictures based on the following steps:

Selecting the pictures. While collecting 9GAG pictures, teachers need to consider certain criteria that should be fulfilled by the selective pictures. Table 1 can serve as guidance for the teachers in selecting the pictures.

Table 1: Guidance List to Select 9GAG Pictures

Picture No.	Criteria	Criteria Description	Image Description	(√)
Pic 1	<ul style="list-style-type: none"> - Containing no violence. - Containing no nudity. - Containing no impoliteness. - Containing no racism and religious issues. - Containing unique attributes. - Containing meaningful message/value. 	<ul style="list-style-type: none"> - The picture has no violence elements in it, such as weapons, bombs, and physical abuse. - The picture has no nudity elements in it. - The picture has no impolite elements in it, such as improper gestures. - The picture has no racism and religious issues that can lead to hatred and propaganda. - The picture has strange or funny details that can be explored by the students through creating its caption. - The picture has meaningful message that can be learnt by the students. 		

In determining the criteria, there are some considerations to take at least based on the psychological effects that may happen to the students. Take an example making sure that the pictures do not contain any form of violence. In his paper, Osofsky (1999) emphasizes that violence is “public health epidemic” that possibly leads to the increase of homicide rate in children between 15 to 24 years old and that media, such as television and Internet, bombard youths with both real and manufactured images of violence.

Teachers definitely have to prevent this by being selective in using teaching media adapted from the Internet. Similar considerations are applied to nudity, impoliteness, and racism and religious issues that are not supposed to exist in the pictures which are going to be shown to the students. Meanwhile, unique attributes are needed in order to make the pictures memorable and interesting for the viewers (Bond, 2011), which in this case is the students; the unique features are expected to stimulate their creativity in creating captions for the pictures. Since a good teaching practice should give more than scientific knowledge to the students, moral value or meaningful message is also taken into account therefore they are able to get something from the picture and finally, expressing the message they obtain through the captions.

Classifying the pictures based on the guidance. After grading the pictures based on the guidance, the teachers should classify them. From all of the pictures that have been collected, the teachers have to decide which ones that can meet at least 5 out of the 6 criteria. Some examples of the selective 9GAG pictures are shown in Figure 1.



Figure 1. Examples of 9GAG Pictures

Using the Media in Teaching and Learning Process

This step will be easier if teachers already have a good planning in their lesson plan. The aforementioned introduction have explained that the use of 9GAG pictures as media to trigger students' language creativity is in line with the standard of competence for XII grade students to understand and create a caption (KD 4.7 and 4.8). Teachers can utilize 9GAG pictures in their teaching and learning process to make it more fun and interesting for the students. Teachers can select 9GAG pictures based on the guidance and ask the students to create creative caption for them. Later on, teachers can also ask the students to share the background story of their caption to the class. Not only that the class will be more fun and interesting, but it will also create a wide learning opportunities for the students since it will allow them to explore various meanings and/or messages beyond the picture (the example of a more detailed lesson plan is provided in the Appendix 1 of the paper).

Conducting Evaluation

This step should be done by teachers to see how effective the media help students to widen their vocabulary mastery while as well improving their creativity in writing captions. Furthermore, the result of assessment will also help teachers to see the weaknesses that should be fixed in using 9GAG pictures as media to help students with their vocabulary and writing in achieving the main goal of teaching and learning EFL.

These three steps cannot be done without a thorough and deep analysis and good preparation of each teacher. In short, the degree of success of utilizing this media in teaching and learning writing caption will much depend on the professionalism of each teacher during the process of preparation, implementation, and evaluation.

The Advantages of Using 9GAG Pictures

This chapter will provide some logic reason why we should use 9GAG pictures as media for teaching and learning writing caption for XII grade students. However, the writers would not deny that there may also some weaknesses that can be found in implementing this media. Therefore, the creativity of the teacher is really essential during the preparation and implementation process.

Here are some advantages of using 9GAG pictures as media for teaching and learning writing caption process:

- There are many kinds and various pictures uploaded in 9GAG sites every day. This means that there will be much easier for teachers to get various kinds of media which are new and available every day.
- The pictures uploaded to 9GAG contain uniqueness, humours, critics, and ambiguities which more-likely will be able to trigger students to think creatively in interpreting them. Later on, this will allow students to write various kinds of caption which will make their vocabulary become richer.
- The pictures in 9GAG usually contain lots of social message that can help students to increase their awareness of their society.

Conclusion

To conclude, this paper has tried to offer English teachers a new alternative of teaching and learning media that can be used to teach writing caption for XII grade students. The use of these media is advantageous not only for the teachers, but also for the students since these media will allow them to have more enjoyable and interesting English class that will later make them be triggered to make creative caption with a wider range vocabulary. It is important to note that if it is used appropriately, technology can help teachers to improve their teaching quality as well as create a wide learning opportunities for the students. Furthermore, as mentioned by Shyamlee (2012) the proper use of technology, such as 9GAG platform which provide various pictures, in ELT class will help students to cultivate their English skill effectively, meaning that their communicative competence will be further developed.

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DRAMA AND ITS BENEFITS FOR LANGUAGE SKILLS IMPROVEMENT

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Abstract

This paper aims at emphasizing the use of drama and its benefits for teaching English language skills and language areas to college students from non-native speaking countries. Particularly, drama becomes one of learning sources and as a means for connecting college students' language skills mastery (cognition) and also experience to perform on stage (action). Thus, drama covers what students need to learn and to practice in order to improve their mastery on the language use actively (productive skills), passively (receptive skills), and interactively (both productive and receptive skills) due to the class session. Another significant thing found in drama is that it maintains students' psychological aspects such as self-confidence, motivation, and cooperation which create positive learning atmosphere. Overall, it implicates on the college students' English language mastery and their experiences of using the language.

Keywords: Drama, Teaching English, Language Skills, Psychological Aspects

Introduction

Undeniably, drama plays an important role in the teaching of English. For the universities in non-native speaking countries, organizing drama as one of the subjects offered to the students, drama is considered as a learning sources and means that can connect students' knowledge and experience simultaneously. Certainly, among the educators, there has been a debate such as how and why drama should be taught in EFL classes so that its benefit leads the students to achieve their goals in learning. Mainly, after taking drama class, students are not only mastering language skills but they also improve their self-confidence, motivation, and cooperation. Besides, the benefit of drama leads the educators to create and share more interesting ideas, meaningful learning, and improved instruction for all. This paper discusses not only why an educator uses drama in teaching English viewed from its dual dimension (literary works and art of performance) and but also the benefits of drama itself. Thus, drama is not only viewed as an art of performance which ends when the light dimmed but it is also viewed as a powerful means in teaching English.

Why Teaching Drama in EFL classroom?

Concerning on drama, Wessels (1987) stated that drama has several benefits such as the acquisition of meaningful, fluent interaction in the target language, the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner, the fully contextualized acquisition of new vocabulary and structure, an improved sense of confidence in the student in his or her ability to learn the target language. The four benefits above cover all the students' needs in learning English.

Students can use the target language to interact with their classmates during drama class. The more they use it, the more they learn and create meaningful conversation which results in their fluency in target language. Gomez (2010) studied the effectiveness of the use of drama in the teaching of English specifically to the enhancement of the oral

skills, including pronunciation and fluency. Moreover, Gill (2004) stated that practicing is very important especially for improving fluency and accuracy and drama can cover that kind of thing as it provides wide opportunity for students to get more involved in their learning by practicing English. Further, Vernon (n.d.) supported the view that drama through its activities also promotes fluency. He added that while learning a play, students are usual to listen to, consistently read and then repeat their lines or dialogues over and over. Particularly, their action of repeating words and phrases will make them fluent because it is the result of getting familiar of the words and phrases they speak up. Shortly, their understanding towards the context and the interaction made among them will encourage them to improve their skills (e.g. productive skills).

Students' mastery on vocabulary is also influenced through drama. They can learn new vocabularies and, in the end, use those on stage or while having rehearsal. Aldavero (2008) stated that drama facilitate students to communicate in the target language and it also involves those who are with limited vocabulary. In addition, students can test out various situations, registers and vocabulary in a real way without having to suffer any real consequences as they work in drama (Neelands, 1992). Then, Al-Mahrooqi and Tabakow (2013) found that in their research that students could enrich their vocabulary after they got involved in drama activities or full-length plays.

We have to realize that drama is not only art of performance but it is also literary work. Thus, students who learn drama will automatically read the script in order to find out in details the idea and comprehend the setting, plot, characteristics of the character, and any other aspects in drama as literary works. Hence, the students should read the lines of the script and practice with their colleagues in conversational section. Surely, during the practice of conversation or dialogue, the students use their listening skills. In short, they make use of their listening ability and they are demanded to comprehend the words their colleagues say. It is very important, indeed. According to McKay (2001), literary texts can demonstrate the importance of form in realizing specific communication goals, provide a basis for integrating the four crucial skills (reading, writing, speaking, listening). It can be inferred that as literary works, drama integrates four crucial skills that enable students to practice all skills simultaneously, including listening as the receptive skill. Moreover, if the students forget the lines s/he should speak up, his or her comprehension towards his or her colleagues can be useful for making improvisation on the dialogue. Price (1980) stated that improvisation is an organic experience where skills are constantly being refined. In particular, students develop an increasing facility to meet changing or unknown stimuli with immediate responses. What Price said is actually related to the students' skills especially their listening skills because improvisation should be done immediately and it is going to be difficult for the students to respond suddenly without comprehending the dialogue delivered by other characters (listening) or understanding the lines s/he reads about (reading).

Drama and Psychological Aspects

Maley (1989) lists some of the reasons for regarding literature as a resource in the language classroom and one of them is personal relevance. Personal relevance, here, means through process of reading the literary works, students may create imagination because they can relate the ideas, sensations, or events in the works with their own lives. Drama as literary works also offers opportunity for the students to imagine the lines into real as they read their lines intensively. When process of imagination has been undertaken, students can reveal aspect of human condition. To support students' imagination, the educators may use games. Particularly, it is to direct students to realize the importance of shared space, time, attention, information and ideas (Boudreault, 2010).

At the time they imagine the lines into their real world, they feel more comfortable because they have unlimited areas to realize and, this is the important stage, they feel not dominated by a teacher figure. They freely deliver their imagination. Furthermore, the students who are not naturally talkative often appear more willing to join in the discourse (Di Pietro, 1987). Shortly, it can be said that students develop their self confidence at this ultimate moment. In this regard, Zyoud (2010) said that drama appears to be the ideal method for students to develop self confidence. It is very reasonable because drama activities provide opportunities for the students to get involved actively for the whole of his/her personality and not merely his/her mental process (Sam, 1990).

The chance to communicate given to students, then, affects their encouragement to speak up, even with limited language, using non verbal communication, such as body movements and facial expressions (Desiatova, 2009). The action of speaking up with limited language, certainly, can be considered as the students' result towards their involvement in drama. Drama helps students improving their pronunciation and at the same time increasing their motivation to master oral English (Ng and Boucher-Yip, 2010). Later, it can be said that motivation itself is dynamic. Students may have various motivation in learning or performing a drama; they can have autonomous or controlled motivation. In accordance with the students' condition, they "enhance autonomous motivation" because they are allowed to have some ownership and control over their own learning (Deci & Ryan, 2000; Vansteenkiste, Lens & Deci, 2006; Wilburn, 1992). Related to students' performance, it cannot be separated from their anxiety (MacIntyre and Gardner, 1989). Thus, whether or not the students could perform well on stage through self-management is associated directly with the level of anxiety they feel. Moreover, Whitear (1998) stated that speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the students. Hence, anxiety, feelings, motivations and meaning are also very significant in forming students' perception towards the drama class. Additionally, their engagement without stress increases motivation for participating actively in the classroom so that they have a fruitful learning experience through drama activities (Albalawi, 2014).

Drama also has an advantage of creating students' cooperation. Fleming (2006) stated that drama is learner-centered because it allows students to interact and work together as it contributes active cooperation. According to Gill's study (2013), drama increased cooperation among the group members and students made comments such as 'gentle hum of cooperation and planning' and 'observed empathy and emotional attachment to fellow group members'. The empathy and emotional attachment, surely, create awareness among students. As a result, students fosters peer respect and group cooperation (Lenore, 1993). They easily mingle in order to get closer each other. Besides, sharing experiences and motivation among students also increase their respect and, indirectly, affect their performance on stage especially for encouraging motivation and confidence to act before audiences. Mengü (2002) stated that drama is beneficial for increasing creativity, sensitivity, flexibility, emotional stability, and cooperation. Considering those advantages of drama, students are challenged to be creative in the pre-production, during production, and post-production of drama. Then, they are expected to be sensitive towards their environment at which they become more respectful to others. Next, being flexible for any changes is also required in the whole drama class session. The changes, therefore, can optimize students' management on their emotion as well as improve their cooperation.

Conclusion

As this article has outlined, drama is considered not only as a means to acquire language skills (e.g. listening, speaking, reading, and writing) but also language aspects (e.g. grammar, , pronunciation, vocabulary) to be a professional in their field. Moreover, it can promote their soft skills such as teamwork skills and self-management, improve their motivation, and self-confidence. Drama provide opportunities for students to create learning experiences through learning by doing (practice). Getting more practices, definitely, improves students' language competence and influence their personal development. Drama activities, therefore, require students to cooperate each other so that they do learn target language and apply drama totally as a teaching method in the class. All in all, drama activities facilitate students to listen to their colleagues, practice reading dialogues loudly, speak up confidently, make students more motivated, and create bond among students through active cooperation.

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THE IMPACT OF TRANSPOSITION ON GRAMMATICAL METAPHOR: A STUDY OF TRANSLATION FROM THE PERSPECTIVE OF SFL THEORY

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Abstract

There are five major translation procedures generally adopted for translation practice: transposition, modulation, adaptation, equivalence with context, and equivalence with note (Machali, 2009:92). Transposition or shift (Catford, 1965), however, is one of translation procedures unavoidable to attain the equivalence between the source language (SL) and the target language (TL). It is a procedure of changing grammatical forms from SL to TL.

This paper is aimed to explore the impact of applying transposition viewed from Systemic Functional Language (SFL) Theory (Halliday, 1994) by which language is considered as designed: (i) to understand the environment or build experience, and (ii) to act on the others. Here the clause plays a central role where the reality is made up of processes: material, mental, and relational. Based on the notion of metaphor as the variation in the expression of meanings, metaphorical variation is lexicogrammatical rather than simply lexical (Halliday, 1994:341). This analysis shows that adoption of transposition has potential to change such processes. Consequently, a metaphorical clause may change into a congruent (non metaphorical) one due to such a translation procedure.

The examples of clauses with grammatical metaphors used in this study are taken from *The Book of Psalm* (Kitab Mazmur) : English version is considered as SL and Indonesian version as TL. The result of analysis is that: (i) all procedures have potential (not always) to change a metaphorical clause in SL into congruent one in TL, (ii) transposition has a great potential to change metaphorical clauses into congruent ones.

Based on the result of this study, it may be concluded that SFL theory can be adopted as a theoretical ground for translation study, and so as a tool of analysis in the praxis of translation. Transposition, from the view of SFL, not only the shift of structure but also the change of grammatical process.

Keywords : transposition, modulation, adaptation, equivalence, and grammatical metaphor.

Introduction

In the practice of translation, the application of the transposition procedure is inevitably used by translators to achieve equivalence between the meaning of the source language (SL) and the target language (TL) due to the structural differences in language patterns. Transposition is the process of replacing the structure of the SL text with a different structure of the TL, yet retains meaning (Wilss, 1980). According to Machali (2009), there are four kinds of transposition or shifting forms, namely (i) a shift in the form of compulsory caused the system and rules of language so the translator does not have any choice; (ii) a shift is adopted because the grammatical structure of the SL does not exist in the TL, (iii) a shift for reasons of fairness or flexibility in the TL, and (iv) a shift to fill lexical gap in the TL.

Since the transposition target is a clause by changing its grammatical structure, while from the perspective of systemic functional theory the meaning process actually occurs within clauses, so it is necessary to assess whether the application of the transposition procedures have an impact on the grammatical process. This paper would like to convey the impact of the application of the transposition based on the analysis of clauses containing grammatical metaphors. The data are taken from *The Book of Psalm* as the SL (English), and *Kitab Mazmur* as the TL (Bahasa Indonesia).

Meta Function of Language

As the theoretical ground of this study, it is necessary to see an outline of ideas in the Systemic Functional Language theory (SFL) introduced by Halliday (1980) in which language is comprehended in relation to its function for human life. Halliday argues that the language has three meta functions, namely *ideational*, *interpersonal*, and *textual* functions. Tavernier (2004) explains these three meta functions of language as follows:

(i) *Ideational meta function* is relating to the language as representation, whose role is to shape reality. This function is fulfilled by breaking reality into the processes that take place with the participating entities. The participants can be a living creature, abstract or concrete objects.

(ii) *Interpersonal meta function* is relating to language as interaction, namely the role of language that allows interpersonal relationships. This process is also called relational. One of the grammatical components in this process is the use of interpersonal modality to express evaluation of something that will happen in reality, for example about certainty, possibility, and so forth. This modality is expressed with the use of modals such as *may*, *must*, *maybe*, *surely*, *certainly*, and so forth. Another component is the interpersonal *mood* revealed through the interrogative and imperative forms. The choice of the respective type of mood indicates the position. For example, by choosing interrogative mood indicates the position of the party as one requesting information.

(iii) *Textual Meta function* relating to the organization of textual discourse. The third function is not used in this study because only ideational and interpersonal meta functions occur in clauses relating to grammatical metaphor.

From the perspective of the theory of SFL, the term "process" is concerning with ideational meta function, namely the processes of representing and shaping reality. The process is normally expressed through the clause called *congruent*, but it could be differently expressed through a noun phrase. Here is an example of changing a clause into noun phrase, *John's writing a letter to his sister surprised me*. From the perspective of SFL, a process consisting of a verb (*write*), and participants (*John*, *letter*, and *his sister*) must be congruently constructed in a clause, *John wrote a letter to his sister*. Thus, the noun phrase of *John's writing a letter to his sister surprised me* is metaphorical because of the shift process of clause into a noun phrase.

As already mentioned, interpersonal meta function is expressed through the use of modality and mood. The congruent form of this function is signalled by the use of modals such as *you may go home* or *he will certainly arrive here*, while the metaphorical forms may be as in *I think John has already left*; *It is very likely that John has already left*; *Everyone believed that John had already left*; *It is clear that John has already left*.

In connection with the mood, Halliday distinguishes three types of interactive functions normally or congruent: (i) expressions (declarative form) is a phrase to provide information, (ii) the question (interrogative form) to request information, and (iii) commands (imperatives) to ask for something to happen. Correspondence between function and form are called *congruent*, whereas shift between function and form is

called *metaphorical*. For example, congruent command expressed through imperative, *send your proposal by email, please !* This command can be expressed metaphorically as *could you send your proposal by email, please?* (function for imperative but the form in interrogative) or *I would advise you to send it by email.* (function for imperative but the form in declarative) .

Grammatical Metaphor

Halliday & Martin (1993: 79) state that grammatical metaphor is the substitution of one grammatical class or structure by other grammatical class or structure. For example, the process of departing (verb) is converted into a noun in *he is departing* into *his departure*. Thompson (1996: 165) states that grammatical metaphor is an expression of meaning through lexicogrammatical form by which the original meaning can be expressed differently. Thus, grammatical metaphor is a way in which the same meaning can be expressed metaphorically as well as congruent with the grammatical process. Since metaphor is variation in the expression of meanings, so metaphorical variation is lexicogrammatical rather than simply lexical (Halliday, 1994: 341).

Halliday distinguishes two main types of grammatical metaphors in the clause based on meta function of language : *ideational metaphor* (transitivity) and *interpersonal metaphor* (mood and modality). As ideational function, a clause contains participants (actor, goal), process (material, mental, relational), and circumstance (adverbial). For example, *Mary saw something wonderful* (congruent) may be expressed as *Mary came upon a wonderful sight* (metaphorical).

a. <u>Mary</u>	<u>saw</u>	<u>something wonderful</u>
Actor	Mental Process	Goal
b. <u>Mary</u>	<u>came upon</u>	<u>a wonderful sight</u>
Actor	Material Process	Goal

Comparing the clauses above, *mental process* of *saw* in (a) is replaced by *material process* of *came upon* in (b), and turned into the participant or goal of *sight*. In a such way, the same meaning can be expressed in a different form by changing the process.

Transposition and Grammatical Metaphor

The following clauses are taken from *The Book of Psalm* as the SL and *Kitab Mazmur* as TL in which the transposition procedure is applied in the translation process.

1. Psalm 31:25 : *Let your heart take courage.*

The clause is metaphorical for as Actor, *your heart* is not a conscious being that can take action (material process), as well as *courage* is an abstract thing.

BSu	your heart ACTOR	Take MATERIAL PROCESS	Courage GOAL
BSa	Dia ACTOR	akan menguatkan MENTAL PROCESS	hatimu GOAL

Transposition is applied by shifting the imperative form *let* into declarative by adding *Dia* as an Actor, turning Actor *your heart* into Goal *hatimu*, and changing Material

Process of *taking* into Mental Process of *menguatkan*. Transposition, thus, can change metaphorical clause into congruent one, and material process into mental process.

2) Psalm 91: 9: For thou hast made the LORD who is my refuge.

The clause may be paraphrased into congruent form *You are my refuge because You have become the LORD.*

BSu	For thou ACTOR	hast made MATERIAL PROCESS	the LORD who is my refuge GOAL
BSa	Sebab Tuhan IDENTIFIED	Ialah RELATIONAL PROCESS	Tempat perlindunganku IDENTIFYING

Transposition is applied by changing verb *hast made* into *ialah*, and replacing Goal of *Lord* as Actor. Verb *make* is the process of doing (material process), while *ialah* is the *process of being* (relational process), so in such a way transposition can change the grammatical process.

3) Psalm 23: 2 He maketh me to lie down in green pasture.

Maketh here is not the same as in *he is making a kite*, but it has a semantic component of "cause" called causative verb (Halliday 1994: 350), so the grammatical process is not material but relational.

BSU	He INITIATOR	Maketh RELATIONAL PROCESS (causative)	me ACTOR	to lie down MATERIAL PROCESS	in green pasture CIRCUMSTANCE
BSa	Dia ACTOR	Membaringkan MATERIAL PROCESS	aku GOAL		di padang rumput hijau CIRCUMSTANCE

Transposition applied by replacing *maketh* with *membaringkan* (to lie down) changes the grammatical process from relational into material. From SFL view, some changes occur e.g. Initiator → Actor, Actor → Goal, and Relational → material. The metaphorical clause in the SL, then, changes into congruent one in the TL.

Conclusion

A translation product is the result of the translation process in which the translator has chosen and made some decisions, starting from the ideological partiality oriented to the TL or the SL, until the applied specific procedures. The main purpose of those policies is to attain the meaning equivalence between the SL and the TL. Transposition, by structural view, is a shift of grammatical form without changing the meaning e.g. word to phrase, noun to verb, etc. From the SFL view, however, transposition can be understood as the changing of grammatical process such as material to relational, and the form of clause from metaphorical to congruent. This finding could be used by the translator in making the decision to choose the right procedures and their impacts, particularly the transposition. Moreover, the study of translation from the perspective of SFL theory can enrich both the theoretical and practical domains of translation.

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ECOLINGUISTIC AND CONSERVATION-BASED DISCOURSE AS THE ENRICHMENT MATERIAL FOR TEACHING GENERAL SUBJECT BAHASA INDONESIA

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Abstract

This study is aimed at describing the level of need upon ecolinguistics and conservation-based discourse and planning the prototype of ecolinguistics and conservation-based discourse as the enrichment materials for teaching general subject Indonesian language. The method of this study is research and development. The findings show that the level of need is projected to the students' motivation, aspects of materials or book's contents, aspects of presentation, aspects of content and readability, and aspects of graph. The prototype of ecolinguistic and conservation-based discourse focuses on the seven pillars of conservation namely pillar of biodiversity, pillar of clean energy, pillar of green building and internal transportation, pillar of paperless policy, pillar of waste management, pillar of art and culture, and pillar of conservation cadres.

Keywords: ecolinguistics, conservation-based discourse

Introduction

One of the warm issues spoken by many people nowadays is about environment. Climate change on earth recently has significantly changed the social and cultural aspects of society. If the environmental problems happen, several social aspects will get the impacts. The most common change is the change of value, norm, and social cultures. This is concerned with the development of awareness showing that the environmental changes have caused numerous disasters related to the human behavior. Therefore, environmental awareness should be instilled into every single level, started from early childhood education to higher education.

In response to the above circumstance, Semarang State University has declared itself as a conservation university on the twelfth of March 2010 (Masrukhi et. al. 2010:3; Masrukhi and Rahayuningsih 2010:8; Wahyudin and Sugiharto 2010:88; Handoyo and Tijan 2010:15). It results in the policy of learning materials taught to students in campus. Bahasa Indonesia as one of general subject has become one of the compulsory subject in Unnes. In order to be in line with the policy of conservation, the content of the subject should also address environmental issues especially waste management, environmental damages, as well as natural resources and the attempts to conserve them. The given materials are not only addressing the theoretical contents so that it does not appear monotonous. The material should present the solution to overcome the students' problems in understanding the technical terms or vocabulary in environmental frameworks. In order to achieve the goals, the materials should be enriched and supported by materials on discourse related environment.

Since Einar Haugen created the paradigm of ecological linguistics (1970) as a novel perspective in studying language, ecolinguistic study has improved significantly. A new horizon about ecological study which has become the inter-relation between languages in an environment especially in the lives of various languages in logical context and verbal behavior in a speech community, has opened a slot in language study to become richer.

This study concerns the ecolinguistic perspective. According to Mbete (2009:2), “in ecolinguistics perspective, language and its community of speakers are seen as organisms living in a system together with other organisms”. The theories used in this study are integration between theories on linguistics and ecology, as stated by Fill (1993:126) in Lindo and Simonsen (2000:40), ecolinguistics is an umbrella for all researchers concerning language related to ecology.

In Ecology and language shift, Mackat in Fill and Muhlhausler (2001:67) explained that basically, ecology is a study which depends on a system. In the linguistic ecology, the concept integrates environment, conservation, interaction, and system in language (Fill 2001:43)

Based on the above explanation, it can be concluded that the parameters of ecolinguistics are interrelationships (interrelation between language and environment, environment (physical environment and social culture), and diversity (diversity of languages and environment) (Haugen in Fill and Muhlhausler, 2001:1). Haugen (1972), Mbete 2009:11-12), stated that ecolinguistics has relation with ten aspects, namely: (1) historical and comparative linguistic, (2) demographical linguistic, (3) sociolinguistics, (4) dialinguistics, (5) dialectology, (6) philology, (7) prescriptive linguistics, (8) glotopolitics, (9) ethnolinguistic, anthropological linguistics or cultural linguistic, and (10) typology of languages in an environment.

Methodology

The research methodology employed in this study is research and development which is a method to carry out a research, to develop, and to investigate a product (Sugiyono, 2006). This kind of study attempts to produce a component in an educational system, through steps of validated development. According to Borg and Gall (1983), the aim of using the term “educational products” is discussed further. It is not only the physical materials such as text book, learning film, but also it is related to the process and procedures of development, like the development of learning methodology or learning organization (Samsudi, 2005).

The products to be developed fulfill the special need and certain specification. In this case, the products are concepts, procedures of developing the model of conservation and ecolinguistics-based discourse as an enrichment material of Bahasa Indonesia subject. The users who has become the target of this study are lecturers and the students.

Findings and Discussions

The need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia consists of the need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia based on students and lecturers.

The need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia consisting of the need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia based on students and lecturers are presented as follows:

The Need Level for Model of Conservation and Ecolinguistics-Based Discourse

Aspects of Motivation, Materials, and Content

Circumstances done by students within the lecturing of Bahasa Indonesia subject are varied. They do activities such as listening to lecturers' explanation, taking notes, reading

materials, doing evaluation, being active to question about unclear materials, being active to answer the lecturers' questions, doing direct practices, and keeping silent. The reasons why they do those things are to further understand the materials, to get broader horizon about the subject, and to enhance their knowledge especially about environment.

If a supporting book is developed for general subject Bahasa Indonesia, students want to have a book containing materials, examples, and exercises. The reasons are: students will be more active in learning, it is easy to remember and understand, it is more exciting to study if they have direct practices as a learning evaluation. Furthermore, they will be able to apply what they have learnt in their daily life.

The materials that should be present in the enrichment book of general subject Bahasa Indonesia with conservation values have numerous choices. The have choices such as text on the pillars and values of conservation. That circumstance is based on the theories which are used as the fundament of this study.

On the twelfth of March, 2010, Semarang State University declared itself as Conservation University. Conservation University is a university in which the implementation of the education, research, and social service has concepts that address the principles of conservation (protection, preservation, and everlasting utilization for natural sources, environment, arts, and cultures. Formally, there has been the Rector's decision Number 22 Year 2009 about Conservation University and Rector's decision Number 27 Year 2012 about Conservative Campus Management.

The implementation of Conservation University is supported by seven pillars of conservation. The seven are as follows: (1) Conservation of biodiversity, (2) green architecture and internal transportation, (3) waste management, (4) paperless policy, (5) green energy, (6) ethical, art, and cultural conservation, and (7) conservation formation of cadres.

Pillar of conservation on biodiversity aims to build protection, preservation, wise utilization of plants and animals at Unnes and its surroundings. The programs of this pillar are protection, preservation, and wise utilization of plants and animals at campus, seeding activity, plantation and maintenance, and also monitoring of biodiversity at Unnes and its surroundings to protect the ecosystems (Rector's Decision Number 27 Year 2012).

The pillars of green architecture and internal transportation system are aimed at developing and managing buildings and environment which support the visions of conservation and also to realize effective, efficient, and eco-internal transportation system. The programs of green architecture and internal transportation system are: (management of Unnes; buildings which is based on the rules of green buildings, (2) Management of Unnes' campus which is based on the rules of environmental friendliness and users' comfortability, and (3) management of internal transportation at Unnes which is based on principles of green transportation, humanisms, and friendliness to nature (Rector's decision Number 27 Year 2012)

Pillar of waste management is aimed at reduction, management, supervision of waste production, and enhancement of environment at Unnes to realize clean and healthy environment. Programs of pillar on waste management are realized through the following activities: (1) reusing unused things. (2) reducing activities and/or things that potentially produce waste, (3) recycling waste, (4) recovering the facilities at Unnes to enhance their functions (Rector's decision Number 27 Year 2012)

The pillar of paper less policy is aimed at implementing conservation-based and efficient administration. This pillar is implemented through optimization of ICT-based administration, efficient use of paper, use of recycled paper, and use of friendly-environment paper (Rector's Decision Number 27 Year 2012).

The pillar of green energy is aimed at establishing energy efficiency through a process of decision and actions in using energy wisely, and also development of green renewable energy. Programs of pillar of green energy are done through: (1) establishing efficiency of electrical equipment and fossil fuel by employing strategy of energy utilization; (2) developing campus' facilities which support energy efficiency; (3) utilizing renewable energy which is friendly to environment (Rector's decision Number 27 Year 2012)

Pillar of ethic, art, and culture are aimed at protecting, preserving, and developing ethics, art, and culture which include mining, preserving, developing, and instilling ethics, art, and local culture through preservation, documentation, education, dissemination, and promoting the components (Rector's decision Number 27 Year 2012)

Pillar of forming cadres is aimed at instilling the conservation values continuously. The program of forming cadres included socialization, exercises, education, and implementation to Unnes people to strengthen understanding, total comprehension, and conservative actions (Rector's Decision Number 27 Year 2012)

Apart of pillar of conservation, there are eight values of conservative characters. Those values are: (1) Inspiring value, meaning that people should have idea to act something intentionally or unintentionally coming to mind without any specific place, time, or condition (2) Humanism value, a person's attitude to value others, expecting better life, based on humanism aspects, (3) Value of caring, this is an ability to care. Environmental awareness is an attitude and action which appears to prevent environmental damages and develop efforts to better environmental damages. (4) Innovative value is an ability to enhance mind, imagination, stimuli, and environment to produce new product. (5) Sportive value, being gentle and honest. Sportive means being fair to act and solve problems intelligently and admit goodness, strength and the truth of rivals or admit our own weakness and fault. (6) Creative Value, the ability to think and act to solve problem intelligently and do something to produce a new thing from what he already had. (7) Honesty means a habit to prove that he is always trustable in terms of words, action, and work. (8) Justice means an act showing justice. Justice means not choosing a side other than others, choosing the right side.

Aspects of Presentation, Language, and Readability, as well as Graph

The use of official language has become dominant choice. They have several reasons: (1) easy to understand by the students (2) formal, (3) normally used. Besides, they use of everyday language is also chosen. They hoped what they uttered is understandable. In other words, it is aimed at making their utterances easy and communicative to understand by the readers.

A book with simple cover and it is equipped with illustration like pictures. Students have several reasons such as: (1) interesting to read, (2) pictures on cover is eye-catching, (3) It had better use pictures so that it is easy to understand, (4) Simple but not boring.

Prototype of Ecolinguistics-Based discourse about conservation values as an enrichment material of general subject Bahasa Indonesia

In the skeleton to create conservative Semarang State University which has declared itself in 2010 as a conservation university which is a university in which the implementation of the education, research, and social service has concepts that address the principles of conservation (protection, preservation, and everlasting utilization for both natural sources, environment, arts, and culture.

Semarang State University refers to seven pillars of conservation. The seven are as follows: (1) Conservation of biodiversity, (2) green architecture and internal transportation, (3) waste management, (4) paperless policy, (5) green energy, (6) ethical, art, and cultural conservation, and (7) conservation formation of cadres. Conservation University is a university in which the implementation of the education, research, and social service has concepts that address the principles of conservation (protection, preservation, and everlasting utilization for natural sources, environment, arts, and cultures. Apart of pillar of conservation, there are eight values of conservative characters. Those values are: (1) Inspiring value (2) Humanism value (3) Value of caring (4) Innovative value (5) Sportive value (6) Creative Value (7) Honesty (8) Justice. In relation to those pillars, prototype of book on conservation and ecolinguistics-based discourse as an enrichment material for general subject Bahasa Indonesia by referring to the seven pillars of conservation Unnes has.

Conclusions and Suggestions

The need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia consists of the need level for model of conservation and ecolinguistics-based discourse as an enrichment material of general subject Bahasa Indonesia based on students and lecturers. The aspects to be developed such as students' motivation, materials or book's content, presentation, sources and readability, and graphic.

Prototype of conservation and ecolinguistics-based discourse as an enrichment material for general subject Bahasa Indonesia refers to seven pillars of conservation. The seven are as follows: (1) Conservation of biodiversity, (2) green architecture and internal transportation, (3) waste management, (4) paperless policy, (5) green energy, (6) ethical, art, and cultural conservation, and (7) conservation formation of cadres. Apart of pillar of conservation, there are eight values of conservative characters. Those values are: (1) Inspiring value (2) Humanism value (3) Value of caring (4) Innovative value (5) Sportive value (6) Creative Value (7) Honesty (8) Justice

This research and development study is supposed to be fruitful for educational stake holders specially to fulfill general subject of Bahasa Indonesia in Semarang State University. Substantially, the result of this study is supposed to be fruitful for researchers, lecturers, students, and university. Practical use of this research is applying a model of conservation and ecolinguistics-based discourse as an enrichment material. Students will get new experience in following the learning process of general subject Bahasa Indonesia.

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A CORRELATIONAL STUDY ON METACOGNITIVE LEARNING STRATEGIES TO DEVELOP STUDENTS' WRITING SKILLS IN CLASS 8A OF SMP BOPKRI 1 YOGYAKARTA

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Abstract

Metacognitive learning strategies are one of the writing strategies that can be applied to develop students' writing skills. This research aimed to find out whether there is a positive relationship between metacognitive learning strategies and students' writing skills. The two problems formulated in this research are (1) What are the students' responses to writing recount texts when they use metacognitive learning strategies in class 8A of SMP BOPKRI 1 Yogyakarta?; (2) Is there any correlation between metacognitive learning strategies and the students' writing skills for writing recount texts in SMP BOPKRI 1 Yogyakarta? This research employed a correlational study. Students' metacognitive learning strategies were measured by using a questionnaire method. English writing skills were tested by a written test. The researcher used interviews to find out the students' responses to writing when using metacognitive learning strategies. The results showed that there were positive responses because it helped the students to center, arrange and plan, and evaluate their learning. Besides, there was a significant correlation ($r = 0.627 > r_{table} = 0.449$). Therefore, the teacher needs to consider metacognitive learning strategies to develop their writing skills in the learning process.

Keywords: students' writing skills, students' metacognitive learning strategies, correlational research

Introduction

Nowadays, writing becomes one of the important skills because it becomes one of the essential parts of the lesson that will never be left in education. However, according to Myles (2012), writing skills do not develop successfully among the learners because writing may become a very complex process and sometimes it becomes a challenging activity. Furthermore, second language learners have difficulties in writing activity because they need exploration and critical reflection from the learners (Reid, 2009). The major cause of the difficulty is a lack of writing strategy because they still have some difficulties in producing a text although they already have a basic skill about writing. In fact, there are many strategies that can be used by the students and Fogarty (1994) states that one of the strategies is by using metacognitive strategy which involves questioning, visualizing and synthesizing information. On the other hand, some students might not be familiar with the strategy and it will become a tough activity and make the students have difficulties in writing effectively and strategically, especially in exploring their ideas through writing in the writing classes. As a result, a good strategy is needed in order to improve students' skills in writing, so that they are able to self-plan, self-monitor, self-regulate and self-evaluate their own writing skills properly (Oxford, 1990).

Writing is an important aspect in language learning because by writing, the students can produce a productive text. It is affected by the strategy that the students used. Based on the experience during teaching practice in Class 8A of SMP BOPKRI 1 Yogyakarta, the researcher found that many students had difficulties in writing activity. This situation

made the teacher optimize the use of suitable strategy in creating a critically reflective text by exploring students' ideas to recognize whether their ideas have supported their writing or not. Moreover, the researcher as the practice teacher tried to help students by showing a good strategy in the form of metacognitive learning strategies. Furthermore, during the observation as the practice teacher, the researcher found that the English teacher in SMP BOPKRI 1 Yogyakarta has implemented metacognitive learning strategies in the writing classes. Besides, based on the observation, the researcher also found that the students of class 8A of SMP BOPKRI 1 Yogyakarta had an ability to produce a productive text because they had good ability in other language skills, especially speaking. However, the researcher observed that the students had difficulty in writing English and it was proven when the researcher gave a writing assignment to the students.

In teaching and learning process, the students' successes depend on their strategy in learning activity, so they need a good strategy to enhance their writing skills (Oxford, 1990). In connection with writing skills, the researcher had the opportunity to conduct the research in the writing classes. Based on the English teacher's explanation, the students had learned about writing recount texts. Besides, since this research was conducted during the students' preparation of their examination, recount texts were used to prepare the students for examination. Furthermore, the researcher found that the students needed metacognitive strategy to overcome the difficulties in writing a productive text. It is regarded as high order skills that follow up the knowledge of cognitive process and constitute an attempt to regulate ones' own learning by means of planning, monitoring and evaluating (El-Koumy, 2004). It includes the students' awareness of whether they can link what they write to their lives, ability to involve cognitive process (recall the knowledge they have) and how to make an important perception from the writing.

According to O'Malley (1987), metacognitive learning strategies help the learner to evaluate their learning achievements, progress and to help the learner for future learning directions. Many recent researches illustrate and show the positive effects and relationship between metacognitive learning strategies and language learning development. There have been some studies on using metacognitive learning strategies in language learning activities. In addition, the use of metacognitive strategies can help the learners to overcome their difficulties in writing activity. In connection with the students' difficulties in writing activities, it triggers the researcher to conduct a study on using metacognitive learning strategies to develop students' writing skills. Furthermore, there are two major problems that appear in this study:

1. What are the students' responses to writing recount texts when they use metacognitive learning strategies in class 8A of SMP BOPKRI 1 Yogyakarta?
2. Is there any correlation between metacognitive learning strategies and the students' writing skills for writing recount texts in class 8A of SMP BOPKRI 1 Yogyakarta?

In connection with that, this research aims to find out the answers from two research questions. Therefore, this study provides the readers to know the use of metacognitive learning strategies in order to know the students' responses to writing skills and whether there is a correlation between metacognitive learning strategies and students' writing skills or not in class 8A of SMP BOPKRI 1 Yogyakarta.

Research Methods

The type of this research is quantitative research because this research uses numbers to conclude the research result. According to Ary, Jacobs, & Razavieh (2010, p. 22), "Quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain the phenomena." This research is the correlational

research because the aim of this research is to find out the relationship between two variables. They are metacognitive learning strategies as independent variable and the students' writing skills as dependent variable. According to Fraenkel & Wallen (2008), "Correlational studies investigate the possibility of relationships between two variables, although investigation of more than two variables is common." (p. 328). Along with this perspective, this research aims to find out whether there is a significant relationship between metacognitive learning strategies and students' writing skills in class 8A of SMP BOPKRI 1 Yogyakarta.

Findings and Discussion

In this section, the researcher presents the data which answers the research questions in the form of writing test (see Appendix 1), questionnaire (see Appendix 2) and interview. This section consists of two parts, namely findings and discussion.

This section presents the findings of the study. There are two parts that will be discussed in connection with the findings of the study.

The Students' Responses to Writing Recount texts When They Use Metacognitive Learning Strategies in Class 8A of SMP BOPKRI 1 Yogyakarta

In order to answer the first research questions, the researcher conducted an interview. The first question is related to the students' responses to writing recount texts when they use metacognitive learning strategies in class 8A of SMP BOPKRI 1 Yogyakarta. According to Knoblauch and Brannon (2015), students' responses to writing skills can be defined as any verbal or non-verbal act produced in answer to their writing. Based on the interview result (see Appendix 12), Mr. Krisna (pseudonym), the English teacher of SMP BOPKRI 1 Yogyakarta confirmed that in order to make the students to be able to respond, he encouraged the students to understand the structure, the purpose and the characteristics of the text.

Furthermore, based on the data presented in Appendix 11, it can be seen that most of the students are classified to have good response to using metacognitive learning strategies in the writing activity. In addition, based on the data, it can be seen that the contributions of metacognitive learning strategies to develop writing skills in the writing activity are classified into three, namely to center student's learning, to arrange and plan students' learning and to evaluate students' learning.

According to Oxford (1990), metacognitive strategy supports learners to varieties of metacognitive awareness to develop learners' writing skills. In this research, metacognitive learning strategies can be used to control the composition in writing recount texts. After students receive the sufficient knowledge by using the metacognitive learning strategies, they can create their own writing from their past event or experiences. Furthermore, according to Oxford (1990), by using metacognitive learning strategies, all students will plan, monitor and evaluate to produce appropriate vocabulary, idiom and sentence structure through their writing. Based on the interview result, Mr. Krisna confirmed that the students have good responses on using metacognitive learning strategies in the writing classes. In implementing metacognitive learning strategies, Mr. Krisna asked the students to organize their ideas in the mind map.

The first question in the problem formulation was answered since there were positive responses about metacognitive learning strategies for writing recount texts in the class 8A of SMP BOPKRI 1 Yogyakarta. Metacognitive learning strategies help the students to overcome their difficulties during writing activity. Therefore, the students can use metacognitive learning strategies as one of the strategy that helps them to coordinate their learning process by self-planning, self-monitoring and self-planning.

The Correlation between Metacognitive Learning Strategies and Students' Writing Skills for Writing Recount texts in Class 8A of SMP BOPKRI 1 Yogyakarta

This chapter discusses the data description between independent and dependent variables based on the data gathering which was taken from the population of this research. The researcher specified the data analysis into mean (M), median (Me), Modus (Mo) and standard deviation (SD). The data analysis showed the frequency from each variable which was in the form of the frequency distribution table and histogram. The detail of the formula was presented as the following. Furthermore, the complete data is presented in Appendix 3.

The Score of Metacognitive Learning Strategies

The researcher used questionnaires to measure the students' metacognitive learning strategies. In the metacognitive learning strategies questionnaire, there are 20 questions with four options, namely *sangat setuju* (strongly agree), *setuju* (agree), *tidak setuju* (disagree) and *sangat tidak setuju* (strongly disagree). The value of this option ranges from 1 to 4 scales with a minimum score of 20 and 80 for the maximum score. The researcher found that the lowest score was 40 and the highest score was 78. It was taken by multiplying the 20 items with 1 for the lowest score and 20 items with 4 for the highest score. The average score (mean) was 59 and standard deviation was 6.33. The complete data is presented in Appendix 4.

The Score of Students' Writing Skills

The researcher gathered the data by using English writing test in the form of written test to measure the students' writing skills by using metacognitive learning strategies. The researcher asked the teacher to assess the students' writing test based on the scale of the assessment which had been made. The minimum score for the writing test was 5 points or 20 and the maximum score was 20 points or 100. It was obtained by multiplying the result of the score with 4 in order to get the maximum total score of the writing test. After analysing the data, the researcher found that the lowest score of the English writing test was 10 points and highest score was 19 points. The average score (mean) was 14.5 and standard deviation was 1.5. The complete data is presented in Appendix 5.

The Testing of Statistical Assumptions

In this section, the researcher discusses the testing of statistical assumptions based on the data gathering and statistical study in this research. In order to test the statistical assumptions, the researcher did validity test (see Appendix 6), reliability test (see Appendix 7), normality test (see Appendix 8) and linearity test (see Appendix 9). Based on the statistical study of the students' metacognitive learning strategies (X) and students' writing skills (Y) variable, it was found that it was valid, reliable, normal and linear.

Hypothesis Test

In order to test the hypothesis, the researcher used Pearson's Product-moment Simple Correlation (r). There were independent variable (metacognitive learning strategies) and dependent variable (English writing skills) which were analysed to answer the research problems. The summarised results are presented in Appendix 10. The result shows that there was a moderate of positive and significant relationship between metacognitive learning strategies and the students' writing skills for writing recount texts in class 8A of SMP BOPKRI 1 Yogyakarta.

The second question in the problem formulation was answered since there is a positive correlation between metacognitive learning strategies and the students' writing skills for writing recount texts in class 8A of SMP BOPKRI 1 Yogyakarta. Metacognitive learning strategies and the students' writing skills have a relation. Therefore, the students have an opportunity to develop their writing skills by using metacognitive learning strategies.

Discussion

In this section, the researcher discusses the result of the two research questions which are presented above. The discussions are based on the theories in theoretical framework presented and also, it is supported by some other related theories. According to the data analysis, it was found that the correlation coefficient was 0.627 with 0.000 of probability at the significant level of 5%. The result showed that there is a significant correlation between metacognitive learning strategies and writing skills in class 8A of SMP BOPKRI 1 Yogyakarta. It shows that the metacognitive learning strategies gave significant effect through the writing skills. Therefore, since there was positive and significant correlation, it also shows that the progress of metacognitive learning strategies was followed by the progress of writing skills.

Based on the result, metacognitive learning strategies help the students to develop their writing skills. By having high metacognitive learning strategies, the students can have a critical awareness of thinking and learning. According to Halpern (1996), learners need to apply metacognitive strategies to monitor their learning process because successful learners apply strategy to the transfer their knowledge through the learning process. The students can apply metacognitive learning strategies in the writing activity because it shows how the human brain processes and produces various ideas and information. In SMP BOPKRI 1 Yogyakarta, the teacher has applied metacognitive learning strategies in the writing classes.

As Devine (1993) puts it, a successful language learner is "one who has ample metacognitive knowledge about the self as learner, about the nature of the cognitive task at hand and about appropriate strategies for achieving cognitive goals" (p. 109, as cited in Reading for understanding: Toward an R&D program in reading comprehension, 2002). For that reason, it shows that metacognitive learning strategies help the students to improve their writing skills. Furthermore, Mr. Krisna explained:

"In my opinion, it is very helpful in learning writing because they become more creative in writing and developing the text that they have learned before. Here, metacognitive learning strategies are very helpful."

Based on teacher's statements above, it shows that metacognitive learning strategies helps to develop the students' style of writing and especially, it helps the students to produce a good text. Besides, since there was a positive significant correlation between metacognitive learning strategies and writing skills, an English teacher has to consider about using metacognitive learning strategies when teaching writing in the learning activity. There are many media that can be used by the teacher in the writing activity and one of them is by using metacognitive learning strategies for writing recount texts. It can help teachers to create a meaningful and creative activity in using the recount texts as the teaching media for students. It can also help the students to be successful thinkers because the students can review their own progress in writing through the past event or experiences by applying metacognitive learning strategies. Therefore, the goal for teaching metacognitive in writing should help learners to develop their skills through the

use of the strategies, so they can get meaningful writing assignments in the learning process that helps them to enhance good writing strategies.

Conclusion

In this section, the researcher presents two parts. The first part is the conclusions part which concludes the research from the data analysis and research findings. The second part is the recommendations part which delivers the recommendations for the English teachers, the students and future researchers.

This research was conducted in order to find out the students' responses to writing a text when using metacognitive learning strategies for the students in class 8A of SMP BOPKRI 1 Yogyakarta. Besides, the researcher attempted to find out whether there is a correlation between metacognitive learning strategies and students' writing skills for writing recount texts in that class.

The research method used in this research was correlational research which studied the relationship among two variables, namely metacognitive learning strategies as the independent variable and students' writing skills as the dependent variable. Besides, the researcher used simple random sampling as the sampling techniques to obtain a sample that shared the characteristics in the same proportions as in the sample. The research instruments in this research were the observation sheet, writing test, questionnaire and verifying interview. The researcher did the observation during the teaching practice in SMP BOPKRI 1 Yogyakarta before conducting the research. Since the researcher used the writing test, the researcher was helped by the English teacher in SMP BOPKRI 1 Yogyakarta to assess the students' writing test. The questionnaire was used in to measure the students' metacognitive learning strategies. The researcher asked the students for doing the interview to find out the students' responses to using metacognitive learning strategies. In addition, the researcher also did the interview to the English teacher in order to strengthen the research findings. The researcher conducted all research procedure including doing the observation and arranged the permission letter from both university and SMP BOPKRI 1 Yogyakarta before starting to conduct the research. In connection with that, the researcher had also made the research instruments along with the guidance from the thesis advisor. Therefore, the researcher did not only learn to write a thesis, but the researcher also learned to conduct the research based on the regulation from the study program.

Based on the analysis results, the researcher can draw two conclusions. The first is that there are positive responses on writing recount texts from the students when using metacognitive learning strategies in the writing classes because it helps the students to center their learning, arrange and plan their learning, and evaluate their learning. The second is that there is a significant correlation between the students' metacognitive learning strategies and the students' writing skills in class 8A of SMP BOPKRI 1 Yogyakarta ($r = 0.627 > r_{\text{table}} = 0.449$).

Furthermore, based on the findings, the teacher's role is important in order to make the students able to respond in teaching and learning process. In the writing activity, one of the strategies that can be applied is metacognitive learning strategies. It helps to coordinate the students' learning process by self-planning, self-monitoring and self-evaluating. The findings show that there is a positive relation between students' metacognitive learning strategies and students' writing skills. Moreover, metacognitive learning strategies help teachers to create a meaningful and creative activity in using the recount texts as the teaching media for students. In conclusion, the teacher as the role model needs to consider the best strategy that will encourage the students in the learning process in order to develop their learning skills.

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CONTRIBUTION OF CORPORA AND GENRE ANALYSES-BASED ENGLISH MATERIALS FOR STUDENTS' WRITING AND READING SKILLS

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Abstract

This paper discussed the ways corpus and genre analyses contribute to the teaching of English as far as Writing and Reading skills are concerned. It attempted to discuss theories about developing English learning materials based on corpora and genre analyses. This discussion is the first part of materials development. The frequency of language aspects was viewed as highly important in choosing aspects of language that would be appropriate to students English fluency. Besides, genres of texts that highlight the discourse of a scientific community a student wants to integrate revealed great usefulness in an effort to develop appropriate materials for students of higher level education.

Key words: materials development, corpora and genre-based analyses, English writing and reading skills.

Introduction

Zacharias (2003) talks about the actual state of English in Indonesian universities by stating that the existence of English seems to be not remarkable, especially in non-English departments. Students have little motivation to learn and read English and one of the reasons is the very limited time assigned to English subject in non-English Departments (Once-a-week-one-semester). That is why in most study programs English is taught, though the materials in use focus only on TOEFL preparation. To help students increase their motivation in learning English, appropriate materials are thus more than important. This paper attempts to explore theories about corpus and genre based analyses in line with English Writing and Reading appropriate Materials Development.

Literature Review

A great number of studies have tried to explore what can be the sources of materials that can facilitate the teaching of English. One of these sources includes "English corpus". Corpus refers to the study of a language "in use". Lindquist (2009) believes that a good way of preparing a material appropriate to the study of language use is to use "corpus methodology". The language corpus might be a kind of store where language teachers and learners can draw useful materials.

In addition, corpus studies can reveal recurrences that are not visible when examining single individual texts or even many texts individually. Hunston (2011: 92) discussing corpus, quotes Sinclair's (1996), Granger et al. (2002) who put that "Computer learner corpora are electronic collections of authentic FL/SL textual data assembled according to explicit design criteria for a particular SLA/FLT purpose." In the same perspective, Lindquist (2009:4) describes corpora as "*electronic corpus*, i.e. a collection of texts which is stored on some kind of digital medium and used by linguists to retrieve linguistic items for research or by lexicographers for dictionary-making."

The data for corpus analysis are commonly retrieved from electronic stored corpus of linguistics or the like. This is also analysed by examining concordances. A

concordance brings together all instances of a searched vocabulary, expressions or phrases in the corpus as a list of unconnected lines of text with the node word in the centre together with a sample of its linguistic environments (Hyland, 2006).

Beside corpus, what has been referred to as “genre” might be an important source of materials for English language teaching especially when it comes to teaching reading. “*Genre* is defined as a term for grouping texts together, representing how writers typically use language to respond to recurring situations” (Hyland, 2006: 46). Richards (2015:534) states that genre “refers to the body of texts that are used by members of a discourse community (e.g. doctors, lawyers, business persons, sports enthusiasts, university teachers).”. Another interesting reason for genre in reading is given by Hyland (2006) who believes that “*genre* is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. They are resources for getting things done using language (...)”. These two definitions are strongly related and interesting in this discussion since the core reason for this discussion is to attempt theories for materials for both writing and reading.

Reading is one of the language skills that any language tries to develop in the learners. Richards (2015) puts that “Reading is the process of making sense of text.” We are always confronted to transcribed documents that are subjects to be read in almost all the settings, whether in academic milieu, workplaces, and even in people’s homes. For Harmer (2001: 199) Reading is one of the important skills which have to be learned by the students in order to master English well. It would sound a little awkward to have students of economics read texts related to astronomy (unless they are willing to get a wide knowledge) for the only reason that they have to practise reading in English. An authentic and interesting text would be fit for the kinds of students and their interests.

Brown (2001) classifies different types of reading in three groups: Academic Reading which includes: General interest articles (in magazines, newspaper, etc), Technical reports, Professional journal articles, Reference material (dictionaries, etc), Textbook, Essays, papers. Helping students to practice all these kinds of reading in their classroom activities would be better. Still, teacher may select the ones students are interested in the most to be practised.

In classroom reading, Grower (2008:9), describing some of the activities students would practise in a writing class, believes that the writing activities aim at: Intermediate to upper-intermediate learners. Bruce (2008:9) argues that students should develop writing skills for language discourse. The kind of knowledge students have to develop in a writing skill class should help them “to exercise a discourse competence appropriately in an academic setting” The traditional steps of writing as proposed by Brown and Hood (1989) are not denied for ever. Yet, these steps do not flow into one another in actual writing activities. It is even more complex than it can simply be realized.

In nutshell, Writing skills can be developed through the analysis of what corpus can provide. A retrieval from a corpus of specific vocabulary items, expressions, and phrases would be more interesting and appropriate. The more students practise these expressions, vocabularies, and other language aspects the more they become conversant with them and will feel comfortable when they have to write discourse related to their field of interest.

Discussion

Corpus Analysis Studies

Lindquist (2009) puts the following question as basis of the study of corpus for language teaching. “How could a language learner proceed the learning if there were no dictionaries or grammar books?” Besides the reading of novels, listening to native

speakers that can help foreigners to learn a language, a both spoken and written language corpus is in this case the answer to Lindquist question.

For example “Brown Corpus” can provide useful information for the selection of frequent aspects of language to be taught (Lindquist, 2009:3-4)

“The contents of the Brown Corpus”

<i>Text type</i>	<i>Number of texts</i>	<i>Proportion of the corpus (%)</i>
A..Press: reportage (political, sports, society “Spot news”, financial, cultural)	44	8.8
B. Press: editorial (including letters to the editor)	27	5.4
Press: reviews (theatre, books, music, and dance.	17	3.4
D. Religion	17	3
E. Skills and hobbies	36	7.2
F. Popular lore	48	9.6
G. Belles letters, biography, memoirs etc.	75	15.0
H. Miscellaneous (mainly government Documents)	30	6.0
J. Learned (academic texts)	80	16.0
K. General fiction (novels and short stories)	29	5.8
L.. Mystery and detective fiction	24	4.8
M. Science fiction	6	1.2
N. Adventure and Western fiction	29	5.8
O. Romance and love story	29	5.8
P. Humour	9	1.8
Q.Non-fiction subtotal	374	75
R.Fiction subtotal	126	25
Grand total	500	100

The corpus study is more interesting in the way that it provides well calculated frequency of the occurrence of words, expressions, phrases or any other language aspect. From this, a teacher should know what are the most occurring language aspects that students need to learn for their language use as can be seen in the table above.

This gives insights in what a teacher can prepare for students when they have to find appropriate materials to include into the content of the syllabus that students will practice in their reading and writing learning activities and exercises.

Corpus Analysis and English Language Teaching

Data from corpora have been judged as being helpful in language teaching and learning. Still, there are debates on which variety of language from corpus is suitable. Gavioli (2005:5) argues that “corpus work in ESP appears to match teachers’ and learners’ requirements particularly well. Corpus analysis highlights recurrent features of language.” Students should be familiarized with the kind of specific language, especially in settings where English is useful for academic ends but not used in students everyday activities.

In an ESP classes, the challenges by faced teachers (being at the same time an expert of the target language and the discipline of the students) can be mediated by different specialised language aspects that can even be downloaded online and which can

also instruct about other linguistic notions a teacher needs for specific students in a language classroom.

In addition, a corpora analysis also helps language learners to understand a wide range of styles of constructions which are beyond the simplistic constructions which are mostly supplied that can be found in textbooks as suggested by Aston et al. (2004:261). In this sense, a corpus can also contain language aspects that can be useful for the building of syllabus contents as the following table highlights.

Week Topic	
1. Morphology: gender and plurals	8 Progressive, gerund, participles
2. Articles, adjectives, numbers	9 Subjunctive, imperative, conditionals
3. Demonstratives, possessives	10 Infinitives, auxiliaries
4. Prepositions, conjunctions	11 Ser/estar, existential sentences
5. Pronouns: subject and objects	12 Negation, adverbs, time clauses
6. Pronominal verbs, passives, impersonals	13 Questions, relative pronouns and Clauses
7. Indicative verb tenses	14 Cleft sentences, word order.

Data-Driven Learning approach for example,

Gavioli (2005:27) argues that language learners can examine material in the classroom “to work out features of language use on their own”.

Any language corpus can therefore supply insights of what are the language aspects that are useful for language learners.

Corpus Analysis and Syllabus Design

Corpus linguistics has evolved into a methodology of language analysis to develop what may be useful for language teaching and learning. Gavioli (2005) recommends a “specialised” corpus as the types of texts which represent contents for a “quite varied set of interests”. According to Paltridge et al. (2013:408) “you can get more useful information from a corpus that is small but well designed than from one that is large but is not customised to meet your needs.” This, to emphasize the usefulness of “small corpus” that can be assimilated to Gavioli’s “specialised corpora” in English materials development.

The following is an example of the type of specialized (or small corpora) corpus that can contribute to content of a syllabus for students of English in Biology class.

Cobuild corpus	Biology corpus
Time, people, way, man, years, work	cell, cells, water, membrane,
World, thing, day, children, life, men, fact,	food, plant, root, molecules,
House, kind, year, place, home, sort, end	Plants, wall, energy,
	Organism, cytoplasm, animal,

20 top nouns in the Cobuild corpus and in a biology corpus (Flowerdew 1993a: 236)

These can be examples of a list of words and expressions that are suitable to the students of Biology to be incorporated in a syllabus when one is looking for English vocabulary and aspects to teach students of Biology as a major. There is a number of already existing corpora that can be accessed by researchers and English teachers. The following are some of the examples.

Examples of existing Corpora

- Academic Word List TOEFL 2000 Spoken and Written Academic Language Corpus (T2K –SWAL)

- The Business English component of the Cambridge and Nottingham Corpus of Discourse in English (CANCODE)
- *British National Corpus* (BNC)
- Professional English Research Consortium (PERC) corpus
- Wolverhampton Business English Corpus (WBE)
- Michigan Corpus of Upper – Level Student Papers (MICUSP)
- The British Academic Written English Corpus (BAWE)
- Michigan Corpus of Spoken Academic English (MICASE)
- British Academic Spoken English Corpus (BASE)
- The English Language Interview Corpus as a Second Language Application (ELISA) (<http://www.uni-tuebingen.de/elisa>)
- European Youth Language Project (www.um.es/sacodeyl)

Genre and English Language Teaching

Genre can be used in the teaching of English by emphasizing on which kind of text is suitable to what kind of materials that the specific students need. Genre analysis is related to texts and contexts as social constructs of the writer which reveal the kind of language that a given (scientific) community uses. To understand these texts one needs to be interested by the analysis of genre as a way of understanding the target language in use.

That is why, a student of medical studies will have to read a material different from that of students in biology, mathematics, Economics studies, and the like. This concept of genre is more appropriate to what has been called English for Specific Purposes. Swales in Bruce (2008) puts that “the systemic functional approach to genre identifies genre in terms of the structural (*schematic structure*) elements of exemplar texts, and their sequencing and recursion” to highlight the kind of language that is supplied by genre analysis.

In the same sense of texts studies in English for Specific Purposes, Biber and Conrad (2009), put together Register, genre and style by calling them “fundamental varieties of language”. Among the major goals of formal education include “teaching text varieties that might not be acquired outside of school”. Both of the two concepts are important in learning and analysing texts variety. Genre is here seen as an umbrella concept under which lie the concepts of register and style. This is one of issues that English materials developing should be interested in and this is what is expected to be done in the next steps of this work.

Genre and Syllabus Design

In academic setting, syllabus design always begins with the question of Needs Analysis. Any kind of English should therefore be relevant to the students’ use and interest in their academic activities first and then for their future as professionals. It is all about bringing the outside (beyond) classroom setting into classroom context by making authentic simulations in tasks and activities that are design. Genre is one of the ways of doing it, knowing that genre focuses on the different sorts of texts as they are produced and constructed in given specific social settings and communities.

The needs analysis in this case of genre analysis in English language teaching, focuses more on texts and contexts. There exist different types of genres but a syllabus design of reading texts should rather refer to the kinds of texts that will help students practise and discover these language constructs from specific communities. These texts are expected to enhance students familiarity to the kind of discourse appropriate to their scientific community of interest.

Teaching Reading Skills

For Harmer (2004), there are four things students are expected to do with a target language: “be exposed to it, understand its meaning, understand its form, and practise it.” Studying on reading, Cox and Hill (2004) suggest a number of questions that learners should try to answer while practising reading. For them, “*reading* texts are designed to reflect the real world and are placed in real world social contexts.” Therefore while reading, a learner should develop a number of questions. By answering these questions, students try to identify what kind of language is used in their field area. What is important in this case is the kind of texts these students will have to read. It would not be clear to expose students to any kind of texts. Specified texts relevant to students needs would be what these students will be exposed to.

Teaching Writing Skills

Kendall & Khuon (153-154) studied the strategies for younger and older learners in writing activities. They realised that these strategies are the same but the ways they are applied by younger and older learners are different and consequently the material should also be different.

Martin (2008) believes in the use of dictionary in writing exercise. He proposes that the use of dictionary in a writing assessment can be helpful to the learner in the sense that the use of the dictionary is what L2 actually does in their real life. Though the use of dictionary in a writing assessment is still debatable (because vocabulary is included into what to be assessed), its use can even be hard for learners. Martin (2008) resolves this by stating that “good learners know how to select appropriate vocabulary.”

As discussed by Widdowson (1983) in Bruce (2008), a learner should differentiate between what is called “*narrow-angle* and *wide-angle courses*”. This should depend on the aims or specificity of the course. Writing at academic level goes beyond what is common. It has to go up and talk about what learners will be doing at more advanced levels such Postgraduate level. Fisher (2010:6-7) proposes phases to go through in 6 chapters which have to fall into each other and that learners should abide by while writing their academic research activities.

Writing should be more student-cantered as put by Westwood (2008:70) while criticising skills-based approach in teaching writing. This will encourage learner to be more independent.

Conclusion

There is much to draw from corpus studies to prepare appropriate materials to be taught in language (English here). The degree of occurrence of some appropriate vocabulary items, expressions, and other language aspects are key factors to the choice of what kind of language that can be dealt with in a class. This is even more appropriate in classes where students have to deal with both language and contents that is especially in English for Specific Purposes settings.

Genre is another factor that contribute to the selection of materials to be practised in these kinds of settings. Students are not simply exposed to language but to the language appropriate to the language community the students is preparing to integrate. A nurse student should integrate the language community of medical studies, while a student in psychological studies will have to be more exposed to the language that is commonly used by psychologists, and the like.

These kinds of language are better integrated in skills such as writing and reading since they are the of skills that are commonly dealt with in settings where the language is used as a foreign language(though it is not the only case). Students have no chance to

speak the language but they can still use the language in reading and writing knowing that reading is one of the best strategies to develop language knowledge in settings where students are not exposed to the target language. Therefore teachers are recommended to usually visit different links of English language corpora to be able to have easy access to these available materials that are of paramount use for English teaching materials development.

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CELEBRATING MULTICULTURAL DIFFERENCES: A WAY TO BOOST STUDENT ENGAGEMENT

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Abstract

As an English teacher, we often have to deal with classes consist of students coming from different cultural backgrounds. This phenomenon may create gaps among cultural groups in the class leading to unconducive learning environment. In Indonesia, there are a lot of ethnic groups that seem contradict to each other in terms of their attitudes, beliefs and behavior. The examples that I can mention are differences between Javanese and Bataknese people. Unlike the Javanese who like “*beating around the bush*”, most Bataknese prefer to get straight to the point. While the former group considers it very polite to speak in a soft voice, the latter is accustomed to speaking in a loud voice. These differences if not addressed properly will result in misunderstanding and can be detrimental to language learning. This paper will discuss some ideas on how to turn this seemingly unfavorable condition into an advantageous one.

Keywords: multicultural, differences, engagement

Introduction

Marks (2000) defines student engagement as “the attention, interest, investment and effort student expend in the work of learning” (p.155). The ideal classroom is the one that promotes and stimulates student engagement. This kind of class is dominated by students who “generally show positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest” (Skinner, Belmont, 1993, p. 572).

The teachers want his/her students to be actively involved or fully engaged in the teaching-learning process. This dream; however, is not easily achieved. It is not uncommon for the teachers to find that students do not participate and do not demonstrate interest and enjoyment in attending the class. Skinner and Belmont (1993) identify some symptoms of disengaged students, namely “disaffection, passive, do not try hard, give up easily, bored, depressed, anxious, angry, withdrawn from learning, rebellious” (p. 572). Ripp (2015) mentioned some reasons that may contribute to the student disengagement. Those factors, among others are: the students feel no connection to the teacher, they feel they have no power, the teacher talks to much and students do mostly worksheet.

Another factor that contributes to the students’ lack of engagement is the fact that the students in the class have varied cultural backgrounds. Pattiwael (2005) stated that “each learner may bring with them the cultural mores and patterns of accepted behavior learned in their native culture which may diverse from their classmates and teachers” (p.57). As the idiom goes “Birds of a feather flock together”, people tend to be more comfortable to stay in their own cultural group rather than interact with people whose culture are different from theirs. As a result, there might be minimum interactions among cultural groups in the class.

It can be understood that dealing with “strangers” may not be easy for some people. They may be confused or afraid of rejection or embarrassment. For example: in some cultures, people are not allowed to make physical contacts such as touching or shaking

hands with the opposite sex. Hence, we can imagine how embarrass a student is when he does not get the response he expects when he extends his hand.

Discussion

As already mentioned, one of the causes of the student disengagement is the tendency of some of the teachers to talk too much. In this situation, the students just sit silently and listen to the teacher's explanation. This teacher-dominant teaching style will easily lead to the students boredom and passivity. The students feel powerless because they have no contribution and no control over their learning. Moreover, they have limited opportunities to voice their opinions and to exercise their creativity.

If we want to boost our student engagement, it is necessary for us to employ student-centered activities that will encourage them to be actively involved in the teaching-learning process. In addition, teachers must be able to stimulate interaction, cooperation and teamwork in the classroom. Those are the essential components for the engagement to happen in our classroom.

In this paper, I would present some activities that may be used to address the issues of multi-cultural setting class and how to boost students engagement.

1. Mingle and Complete the table

This activity can serve as an ideal ice breaker for multicultural-setting class. It is a fun activity that helps students from various cultural backgrounds to get out of their comfort zone overcoming initial shyness and connecting to "new" friends.

The steps are as follows:

- Students prepare a table.

The example of the table is shown below:

No.	Name	Where are you from?	What is your hometown famous for?	What is one of famous ceremonies in your hometown?	What is one of traditional dances/games/songs from your hometown?
1.					
2.					

- The students walk around the class and talk to their classmates (teacher decides the numbers of the classmates the students need to talk to – it depends on the size of the class). It is important for the teacher to make sure that the students interview people from various cultural backgrounds.
- After completing the table, the students report their findings to the class.

2. Guessing Game (How well do you know my culture)

People love to watch and play game. This can be clearly seen by the fact that there are many popular TV game shows with large audiences: *Family 100*, *Siapa dia*, *Berpacu Dalam Melody*, *Who wants to be milionaire* are just a few examples. The positive aspects of the games can be transferred to our classroom as to motivate and arouse the students' curiosity and enthusiasm. Lee (1995 in Setianingsih, 2014, p.139) mentions the benefits of using games in the classroom. They are as follows:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills: speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Setianingsih (2014, p.139) continues to list the advantages of using games by quoting Uberman (1998). According to Uberman, games:

1. can lower anxiety, thus making the acquisition of input more likely.
2. are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings.
3. can add diversion to regular classroom activities, break the ice, and they can be used to introduce new ideas.

Considering the many benefits of games, I suggest that teachers use games in their multicultural classes to boost the student engagement. The steps are as follows:

1. Ask the students from the same cultural background to create some cultural-based questions. Zimmerman (2015) defines culture as “ the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts” There are a lot of questions that students can creatively construct based on that definition
e.g.
- My brother is very good at nglangi. He can nglangi like a fish.
What does nglangi mean?
- What is gudeg made of?
- What is blangkon?
- etc
2. Each group reads its questions, other groups compete to answer.
3. Modified KWL

K-W-L (What I Know, What I Want to Learn, What I Learned) is a teaching model that develops active reading of expository text (Ogle, 1986). It aims at improving comprehension and increase retention while nourishing students' ability to learn independently (Shelly, Bridwell, Hyder, Ledford, Patterson, 1997). In K-W-L, students are required to fill in three columns. In the K-column, students write down what they already know (using their prior or background knowledge about the topic). The W column consists of questions (what the students would like to learn more about the topic), and in the L column, the students record the information they get after reading about the topic.

Below is the K-W-L Strategy Sheet designed by Ogle (1986)

NAME _____		SUBJECT _____	
1.			
K- What we Know	W- What We Want to Learn	L – What We Learned and Still Need to Learn	
2			
Categories of Information We Expect to Use			
A.	D.	G.	
B.	E.	H.	
C.	F.	L.	

K-W-L is a very effective to get students involved in the teaching-learning process. It stimulates students to think and activate their background/prior knowledge. Moreover, it trains students to learn independently by finding the answer for their self-made questions. This, in my opinion, will be more interesting for the students than to answer the questions given by the teachers. Furthermore, it is also motivating because students construct questions based on their interest and curiosity.

Ogle (n.d) shared a success story of Katherine Walker, a ninth grade science teacher in using K-W-L strategy. When Katherine taught the lesson on the effects of tobacco on the human body, she asked her students to brainstorm what they know about tobacco, then the students made some questions related to tobacco, and finally the students read about tobacco and wrote what they found in the third column. Katherine found out that by using the K-W-L technique, her students' test scores improved. Here is the sample of the K-W-L sheet filled by Katherine's student

NAME_____		SUBJECT_____	
1.			
K- What we Know	W- What We Want to Learn	L – What We Learned and Still Need to Learn	
A plant used to make cigarettes can cause cancer to lips, mouth, and lungs causes emphysema addictive, smokeless, chewing surgeon general says don't use	1) Where is tobacco grow? 2) How does it cause cancer? 3) Why is it a legal substance? 4) Is tobacco used for anything worthwhile? 5) Is the tobacco you chew + the kind you smoke the same? 6) What is smokeless tobacco?	1) Tobacco is a drug. 2) 350,000 Americans die from Tobacco-related diseases 3) Nicotiana-Tobacum= Name of Plant 4) Tobacco smoke is inhaled nicotine it is absorbed through lining of mouth and lungs into blood stream. 5) Transported to brain in 7.5 seconds 6) 90% of all lung cancer from smoking. 7) Average smoker spends\$ 10,000-\$ 20,000 on cigarettes in a life time.	
2			
Categories of Information We Expect to Use			
A. Harms/Effects	D. Composition	G.	
B.Types	E. Odors	H.	
C.Uses	F. Growth	L.	

As can be gleaned from the worksheet, the students learned a lot about tobacco. By filling in the worksheet, the students were able to link their prior knowledge to new information, reorganized the information and created their own meanings.

Reflecting on her experience, Katherine posited some benefits of using K-W-L strategy in teaching. She wrote:

1. K-W-L allowed me to learn what students knew about tobacco.
2. It provided me with a means of getting more oral participation from non-talkative students when discussion occurs in my classroom.
3. It motivated some inactive students to become involved in both writing and talking.
4. It allowed my students to become cooperative in their learning while brainstorming.
5. It provided a means of additional research generated by student responses rather than teacher-mandated demands.
6. It provided a better test base for my students to comprehend information about tobacco. The students answered more questions correctly after having worked with the strategy than they usually do.

In my opinion, K-W-L strategy is very suitable to be implemented in multicultural classes. Here are some of the reasons:

1. As mentioned by Katherine, K-W-L allows the teacher to learn what students knew about the topic. In the context of multicultural classes, teacher can learn about what the students think/assume about certain ethnic groups/cultural backgrounds. These assumptions can be true or wrong. Students may mistakenly generalize or stereotype certain groups (for example: Javanese people always tell “*white lies*” to please people, Papuan people like drinking alcoholic beverages, etc).
2. I also agree with Katherine that K-W-L provides opportunities for all students to speak, including the shy or non-talkative ones, especially if the discussion is conducted in small groups.
3. In line with Katherine, I strongly believe that K-W-L can be used as a tool to motivate inactive students to become involved. This is because the steps in K-W-L encourage them to become an active contributor rather than a passive observer. The brainstorming phase (K) requires them to activate their background knowledge. The questioning phase (W) urges them to construct meaningful questions based on their interest and curiosity. The L phase pushes them to actively search for information.
4. In implementing K-W-L in multicultural classes, students can be divided into groups consisting people from various cultural backgrounds to foster cooperative learning.
5. The students can continue their research outside the classroom/beyond the classroom walls to find out more about certain cultures, then discuss or check with their classmates whether what they learn is true or not.
6. K-W-L provides opportunities for students to comprehend the attitude, way of thinking and behavior of their classmates who come from other cultural backgrounds.

The implementation of K-W-L in the class can be done as follows:

- Teacher asks students to fill in the K column (what they know or what they think they know) about certain cultural group (to make it fair, students take a lottery to decide which ethnic group they are going to write –students are not allowed to write about their own cultural group)
- The students then proceed to write questions regarding that cultural group.

- After filling in the K and W column, the students work in pairs or small groups interviewing each other to check whether what they heard or read are facts or just assumptions. Another purpose of the interview is to find the answer for their questions.
- Finally, the students record what they learned from the interview in the L column. Note: it is important for the teacher to remind the students that they should not feel offended/hurt by the questions. This K-W-L activity is intended to get to know each other better, to learn more and build respect of other cultural backgrounds, also to clarify any wrong assumptions or over generalizations.

4. Small Group Presentation

This is a fun activity that gives students the opportunity to become a resource person, thereby giving him/her a feeling of importance. Another advantage is that presenting in a small group will create a sense of closeness among the members of the group. Hence, they will feel more comfortable to ask questions or give comments.

- Divide the students into small groups (4-5 students) consisting people from different cultural backgrounds, e.g. Javanese, Balinese, Sundanese, Batakese, Papuan.
- Teacher assigns each member of the group to persuade as many people as possible to visit his/her hometown.
- To do so, students prepare a poster highlighting interesting customs/cultures/traditions of his/her hometown.
- In turn, each student delivers a presentation.
- Other members listen and later decide which place they want to visit.

Conclusion

Multicultural differences is a reality that we, as a teacher, need to deal with. We cannot let our students to stay exclusively within their own cultural group because it will cause a gap/separation in our class. It is our job, then, to create and facilitate dynamic and friendly interactions among students coming from different cultural backgrounds.

This paper proposes several strategies/activities that can turn this possible liability (cultural diversities) into an asset, namely: mingle and complete the table, guessing games, K-W-L and small group presentation. All activities put the students at the center stage by encouraging and stimulating them to be fully engaged in the teaching-learning process.

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USING INSTAGRAM TO LEARN ENGLISH: THE STUDENTS' POINTS OF VIEW

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Abstract

Time flies and so does the development of social media, shortly mention the Instagram. It was ranked third among the most popular social media gaining more followers (Al-Ali, 2014). It was also claimed to be a learning tool to boost the students' speaking, grammar, writing, and vocabulary (ibid, p.13). Further investigation is needed to see the contribution it gives to learning language. The current study is to see from the students' point of view whether Instagram can be used to learn English. 100 students active with their Instagram accounts participated by sharing their opinion through a questionnaire. Most of them thought Instagram facilitated them to learn vocabulary, develop reading, writing, and listening skills, plus grammar, but not speaking. It was found useful in terms of its postings in English. This study will be beneficial for English teachers to adjust their instructions with advancement of technology.

Keywords: Instagram, learning English, students' points of view

Introduction

The progress of technology especially the internet has created great impacts to our life in many fields including the world of education, in which learning has also been enhanced tremendously. Internet has induced students in their learning. It is declared that online language learning appears to be attached to the learners through social media (Kalasi, 2014). Further, Dieu & Stevens (2007) (as cited in Chartrand, 2012, p.98) mentioned social networks for instance Facebook, Twitter, and Youtube are popular among students in sharing online their photos, ideas, videos, and other activities. While Faizi, Afia, & Chiheb (2013) claimed that many authentic resources from social networks could facilitate students learn new languages by communicating with native speakers. Learning language can be done by interacting, sharing, and updating students' lives with friends (Sekiguchi, 2012).

Nowadays, students are mostly engaged with some or at least either kind of social media: Facebook, Twitter, Youtube and recently, Instagram. The last mentioned has been accessed by around third of mobile phone users, (Emarketer, 2016). Meanwhile, Al-Ali (2014) scrutinized that Instagram makes it possible for the users to share both audio and visual stuffs to enhance language learning. What benefit does it contribute to language learning?

There have been many researches conducted regarding social media but one concerning Instagram is still rare. Some studies focused on social media tools (Lavoie, 2015). Take for example, Stanciu, Mihai & Aleca's (2012) that proposed a model of using Facebook in Bucharest higher education learning process to see the utility of social networking sites in education. The result uncovered that this social media was popular among students and considered as a valuable tool for learning. Faizi, et. al. (2013) investigated the potency of Facebook for language learning in Morocco examining students' perceptions and attitudes using online questionnaire. It confirmed that students exploited Facebook to develop their English and communication skills. Gamble &

Wilkins (2014) provided insight about the implication and effectiveness of Facebook for L2 learning in Japan. Whereas, a study conducted in the Middle Eastern higher education institution by Al-Ali (2014) surveyed Instagram as a language mobile learning device for writing and speaking activities. The result showed gradual interest in completing the assignments. Accordingly, it is necessary to investigate what Instagram may contribute to language learning, especially English.

Instagram, officially launched in October 2010 (Lavoie, 2015), is a growing social media platform that provides opportunities to contribute to self-expression and communication through creative visuals like photos and videos as in various networking services such as Twitter, Youtube, and Facebook (Ginsberg, 2015 and Lindsay, 2016). Al-Ali (2014) suggested using Instagram, a device to produce contextually-relevant content for reinforcing speaking, grammar, writing and vocabulary skills (p.13). This recommends enjoyable learning experiences. It is awesome to use the most up to date examples of language available in one of the newest social media, Instagram, to assist language learning because students remember better visually, affirmed Lavoie (2015) and Lindsay (2016).

The present research aimed at finding students' points of view about using Instagram to learn English. It noted the frequency and language engaged; activities students did and employed for. It further observed students' viewpoints whether Instagram could facilitate them to learn English; which language items might develop while utilizing Instagram; what accounts assisted students to learn English and the reasons. This study would be advantageous for educators in providing insights about Instagram to learn English.

Research Method

The current research involved 100 participants in the English Department of a private university in Jakarta, who had active Instagram accounts, gained arbitrarily to respond to a questionnaire expressing students' points of view about using Instagram in assisting them to learn English.

A pilot questionnaire was applied to a voluntary group of 10 students majoring in English for intelligibility. Modifications were then made to adjust the instructions, dictions, and statements to ensure comprehensibility, and reliability, as well as to avoid any language-related misinterpretations. There were 2 parts of the questionnaire: first was a rating scale, and second was listing accounts in Instagram possibly helped the participants to learn English and the ways it helped.

The questionnaire consisted of six closed and one open ended questions. It was adapted from [a] Stanciu, Mihai, & Aleca (2012), [b] Faizi, Afia, & Chiheb (2013), [c] Gamble & Wilkins (2014), and [d] Al-Ali (2014). The questions were about Instagram entrée i. e. the rate of recurrence [a] (how often students deal with it per week), the language mostly employed [b] (English, Indonesian, and other languages), participants' activities (such as sharing personal photos/videos, following and giving comments to some accounts), the frequency of using a language to write captions, the quantity of following Indonesian or English accounts; and [a, c, d] students' opinion (in terms of learning vocabulary, grammar, listening, speaking, reading, and writing through Instagram). While the open ended question sorted out the accounts in Instagram participants thought could facilitate them in learning English along with the reasons.

The data were attained from the participants' responses to the questionnaire concerning with the possibility of using Instagram to learn English. They were analyzed both quantitatively and qualitatively. The rating scale part was calculated in the form of percentages i. e. dividing the total responses by total participants. Qualitative description would be presented for both parts. Content analysis approach was done by coding the

narratives based on emerging themes, trends, patterns, or conceptual categories (Strauss & Corbin, 1990 in Gamble & Wilkins, 2014, p. 135). Responses were classified to find a good sense of the data, next were extended into some categories such as learning vocabulary, pronunciation, and / or grammar, boosting listening, reading, and writing ability.

Findings and Discussions

The outcome of the analysis illustrates that most of the participants (76%) connected to the Instagram pretty regularly, ranging from at least once to more than 3 times per day. It shows that Instagram befalls a social media device engaged by the surveyed students. This is in accordance with Sekiguchi's idea saying that social media have become part of our lives, and definitely is part of the students' (2012, p. 1).

Concerning with the language used, English was frequently utilized by 73% of the students in accessing the Instagram. There were 84% of the students followed English accounts. This way, participants might learn English from the accounts they followed. In addition, less than half of them (48%) sometimes employed Instagram in Indonesian, their first language. Other languages exploited were Dutch, French, Japanese, Javanese, Korean, Mandarin, Minang, etc. to mention a few. More than half of the subjects of study posted their captions in English very frequently, whereas 64% occasionally wrote in Indonesian.

About what activities they did a lot with Instagram, most participants told that they shared their personal photos. They over and over again followed in great number some accounts posting quotes / wisdoms, as well as photos/videos with comments about jokes, humor, and funny things, tagged on friends and famous persons who posted photos/videos with comments about their daily life a lot. This could facilitate the students to learn English due to the fact that these accounts may be a reserve to learn. Photos and videos might be drawn on as resources to contribute to knowledge for language learning since photos can communicate information obviously and rapidly (Stanciu, Mihai, Aleca, 2012, p.65; Lomicka, n.d, p.11). On the contrary, many did not give remark on the previously mentioned accounts. Other activities students did were giving comments to friends' and famous persons' posts. Besides, they followed some accounts posting photos/videos with comments about scenery, animal, natural sciences, and historic places; as well as some shopping accounts. However, 58% never post comments about them at all.

Surprisingly, 85% of the participants did not follow nor give comments (84%) to some accounts that teach English. They never posted comments on photos/videos of some accounts that post quotes and wisdoms, neither follow English language news accounts (66%). That fact was followed by the reality that 60% of the participants by no means ever gave comments on photos/videos of an English native speaker, and some news accounts. There were more students who did not seem interested in following English native speakers to learn English based on their photos, videos, and comments than those who did. Interestingly, some of the participants claimed that they followed and posted comments to photos / videos that review films.

We may deduce that the majority of students utilized Instagram for socializing, when they followed and gave comments to their friends. Furthermore, it was easier for them to learn English by following some accounts for instance of famous persons in Instagram of English natives writing their captions in English. It is along with Faizi, et. al. (2013)'s affirmation that the online platforms lend a hand to people in connecting with each other. Meeting and interacting with native language speakers all over the world through social

media could furthermore make it easier and more engaging for the students to exploit and build language learning (p.2), especially English.

Based on the students' responses to the questionnaire dealing with their opinion about Instagram in improving their English language learning, it was revealed that they thought Instagram might assist them very much. Preponderance of the participants (84%) agreed to the idea that their vocabulary learning expanded. It is also interesting to note that in terms of learning both language skills reading and writing, 73% of the students, in the average, admitted that they developed. (See Table 1 in the Appendix.) The fact that their reading ability grew was declared by 80% of them while reading comments, quotes, wisdoms that were posted by some accounts in Instagram. The ability was also made progress by reading some comments that were given by participants' followers who put their comments on the photo / videos posted in the Instagram (66%). Participants as well concurred that they got better in their writing ability by giving some comments to the photos / videos that were posted by some accounts they followed in Instagram (76%), by means of writing some captions and hashtags that participants posted with their photos / videos (70%).

The photos, videos, captions, and hashtags shared in Instagram are mostly in English. It might be of assistances for the participants to learn English. This is corresponding to Lomicka (n.d.) who affirmed "Engaging students with shorter amounts of texts, increased hashtags and pictures is something that can be appealing to the second language learner" Additionally, Lomicka clarified that "Hashtags, if carried out in the target language, may pose complications, so students could benefit from first learning common L2 hashtags. "Photos can be accompanied by short descriptions in the L2 to engage readers in the posts" (p.12). This denotes that a photo with the hashtag offers more understandings. Thus, it places the language that the students are learning in context. Into the bargain, Faizi et. al. (2013) found "social media applications and learning languages have become inseparable because these online platforms make English learning an easier process by being fun, interactive, and interesting." (p.1)

In addition to the improvement of the two written language skills, more than half of participants also acknowledged that Instagram assisted them to recuperate in the oral receptive language skill, listening. It is supported by 56% of the participants who admitted it. Students concurred that they could develop their listening ability by paying attention to what some native English speakers and famous English people posted (of particular kind video) in the Instagram. It means that Instagram might provide students with the authentic materials from the English natives. Meanwhile, for their capacity in the one of language components, grammar, 54% of the participants conceded that they were enhanced. They might observe the English posts and / or comments by native English accounts that they tagged along in Instagram. Students considered themselves facilitated in terms of their grammar capability.

On the other hand, less than half of students (40%) disagreed, and 30% were unsure that Instagram could assist them boost their English learning in terms of their speaking. There were only 30 % from the participants be of the same mind that they might improve their speaking through the videos they posted in Instagram. It can be inferred that they rarely used Instagram to practice their English speaking ability by means of posting their own videos in Instagram. If we pay a closer look at the activity they did in Instagram, there were only 11% of the participants shared their personal video a lot, and 34% of the students never did it.

These imply that from the participants' points of view, Instagram mostly aids students to learn English and provides sources for enhancing students' language learning. Most of the students had the same opinion that they were facilitated by some posts

(photos/ videos/captions/hashtags) in English that were posted by some accounts hunted in Instagram. Majority of participants saw eye to eye that Instagram might help them learn English. It is not only in acquiring new words, expressions, and idioms but also in developing their language skills in listening, reading as well as writing ability, along with facilitating them with competence in the language component, grammar, alike.

In accordance with Blyth (2008) (in Lomicka, n.d.), Instagram is a social networking tool which might be beneficial for students' learning in view of the fact that students are engaged in the posts written in English. This also makes it possible for them to write comments or captions to each other. Coping with students' points of view about Instagram to learn English, the mainstream of the students under study claimed that they exploited this online tool to advance their language ability such as listening, reading, writing, grammar, and even to learn vocabulary at the most.

The analysis of the open-ended question in the questionnaire revealed that the students believed that the English accounts in the Instagram boosted their vocabulary learning. This reality supports the section previously mentioned that while posting captions, following accounts, and giving comments to Instagram posts in English students improve their English new word mastery. In addition, the participants' development in reading, writing, and listening ability along with their competence in grammar was affirmed. Some even stated that they also learned pronunciation from the Instagram.

A further analysis of the way they learnt from Instagram was disclosed by the participants' qualitative responses to the open ended questions. Instagram was found beneficial since it helped them to learn. Moreover, several students were stimulated to check the meanings of the words by consulting dictionaries. In addition, they acknowledged in a row that they improved their grammar, pronunciation, reading, writing and listening ability. Participants affirmed that Instagram aided them to make progress in their reading ability and grammar by reading the captions in English together with pictures.

The findings tend to reflect that Instagram assisted them to write better in English because they regularly wrote their own biographies and captions in English. Moreover, participants also admitted that Instagram could help them out learning the right pronunciation from the English entertainment news accounts sharing videos. Whereas, paying attention to the native speakers in the funny videos sharpened the students listening competence. This verdict was similar to Lomicka's (n.d.) statement explaining that learners could make use of social media to develop their language skills. Students stated that Instagram might motivate them to learn English. Seeing as most participants tagged along English accounts a lot, they must learn English from the postings.

Dealing with the accounts the participants generally engaged with, there were some categories most popular among the students comprising posts about funny things, health, life style, nature, news, quotes and wisdom, sports, etc. They acknowledge being motivated to learn English through the contents.

In the light of constructivist theory, the encouraging results from the study about Instagram is along the lines of Tuncer (2009)'s statement "Constructivist theory poses that knowledge is a 'web of relationship' and is constructed actively by learners as they attempt to make sense of their experiences and environments." (p.62). It enlightens the idea, "Learning is continuous, life-long process resulting from acting in situations." (p.63). It supports the fact that when students learn, they apply their existing knowledge, beliefs, interests, and goals to interpret any new information, and this may end in their ideas being modified or revised (Palmer, 2005, p.2). In this way, the students become active learners by expressing their own ideas in their comments, and looking for the meanings of the words they do not quite understand in a dictionary.

Conclusion and Suggestion

It has been brought into being that the mainstream of students under study felt that those posted in Instagram might assist them to learn English, especially in vocabulary, and their English language capability for reading, writing, listening, as well as grammar, but not their speaking ability. Some accounts on the subjects of funny things, health, life style, nature, news, quotes and wisdom, and sports were some of students' favorites. Instagram was to socialize with their friends by sharing photos and giving comments to each other. Thus, it is strongly believed that Instagram is a social media instrument that can help students learn English by enriching their English learning experience. It provides students with infinite authentic resources of audio and visual texts. There are cultural information, listening materials, live TV and radios, news, photos, videos, visual stimuli, and vocabulary from around the world resembling what internet and social media might afford. These create various opportunities for learners to take control on their own learning (Dudeney, 2000, cited in Tuncer, 2009, p. 69).

For that reason, it is suggested that teachers use Instagram to assist students learn English by including Instagram as a supplementary activity to enhance their learning outside the classroom. Teachers can make an Instagram account and ask students to create theirs too then follow each other (Al-Ali, 2014). Posting regular challenges for each unit or chapter discussed in class; asking students to upload images fulfilling those challenges, and give comments to one another in English; using pictures as writing prompts for students in a chain story, are possible activities to conduct (Terrell, 2014). Furthermore, encouraging students to follow and give comments to some accounts exclusively teach English is advisable, since not many participants did it (Chuan Kung and Whei Chuo, 2002).

Instagram might be used as well outside the class and be explored for its effectiveness as an extra activity to improve students' English learning as reinforcement or enrichment for the materials already discussed in class. According to constructivist approach and learning principles, online language learning could be promising for students to enhance their language skills (Vernier, Barbuzza, Giusti, & Moral), as well as develop their autonomy in learning in and outside class (Tuncer, 2009, p.71).

The use of the internet and social networking has become a part of students' daily lives. Consequently, educators (teachers and parents) ought to make use of these available resources to facilitate students in learning a language, English in particular. According to Faizi et. al. (2013), even though all of the participants agreed that social media supported their language capability, learning by having resources merely from these was not satisfactory. It should go along with classroom-based learning which indicates that a teacher should utilize the available sources to ensure that the students learn English in line with their interests. Do not ever let students discover by themselves from their own resources in social communities for the reason that it might not be enough. It should be equipped with learning in class as well.

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A STUDY OF ENGLISH VERBS WITH THE PREFIX EN-, THE SUFFIX -EN, AND THEIR COMBINATION

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Abstract

The research aims to find out (1) the forms, (2) the functions, and (3) the meanings of the prefix en-, the suffix -en, and their combination in English verbs. There were around 99 verbs to analyze. The researcher classified the verbs into three main groups; the verbs with prefix en-, the verbs with suffix -en, and the verbs with the combination of the prefix en-, the suffix -en and their combination. Then, the researcher found that (1) the prefix en- attaches to the words that are derived from Latinate, and the suffix -en, and the combination of the prefix en- and the suffix -en attach to the words that are derived from Germanic, (2) the function of prefix en- is to form verbs from nouns whereas suffix -en forms verbs from adjectives, and (3) the meaning of the verbs with the prefix en-, the suffix -en and their combination are similar; to make, to become, or to give. However, further research is needed to find more findings. Hopefully, this research will give benefits to English learners and further researchers.

Keywords: the prefix en-, the suffix -en, the combination of the prefix en- and the suffix -en

Introduction

English nowadays is used to communicate by people from different nations. In Indonesia, English is only used by certain Indonesians in certain occasions like in teaching and learning English, and in communicating with people from other countries. It is not used in daily activities like in transactional process, describing places or ordering things. Therefore, Indonesians are only familiar to certain English vocabularies.

The lack of vocabulary makes Indonesians sometimes difficult in delivering messages, explaining something and answering questions to people from different nations. Indonesians usually used wrong vocabulary like in nouns *admirement* instead of *admiration*, and *gloriosity* instead of *glory* which leads the speakers, writers, readers and listeners to the semantic blocking. According to Carthy and Carstairs (2002: 91), semantic blocking refers to the phenomenon in which 'the existence of word whether simple or derived with a particular meaning inhibits the morphological derivation, even by formally regular means, of another word with precisely that meaning'.

It also commonly happens in adjectives like *broad* and *light*. Indonesians sometimes say *enbroad* instead of *broaden* to refer to 'make something broader' and *larken* instead of *enlarge* to refer to 'make something larger'. When semantic blocking happens, the messages cannot be delivered clearly which cause misunderstanding between the speaker and the listener, the writer and the reader. Therefore, it is obviously important that English non-native speakers learn the English words with prefix and suffix. Therefore, they can also enrich their vocabulary and help themselves to communicate in English.

In this research, the researcher focuses on the prefix en-, the suffix -en and their combination. In English, the prefix en- and the suffix -en can create adjectives from noun (*wooden, golden, silken, etc.*), create the plural of nouns (*oxen, children, brethren, etc.*), mark the past participle (*taken, proven, etc.*), and create verbs (*broaden, enlarge, embody,*

etc.). In this research the researcher only analyses the prefix and suffix in English verbs. There are 99 verbs to analyze which are taken from Meriam- Websters 11th Collegiate Dictionary and Szymanek's book (1989). The researcher analyzes three main points: (1) the forms, (2) the functions, and (3) the meanings of the prefix en-, the suffix-en, and their combination in the English verbs.

The Forms

Based on Görlach (1997:21) as cited in Dancingerová (2012), history of English is divided into Old English (450/700-1100), Middle English (1100-1500), Early Modern English (1500-1700) and Modern English (after 1700) period. In Old English (OE) period, Germanic dialect was spoken in England since English is the branch under Germanic in Proto-Indo-European (Peter, 1968). For the result, there were linguistic changes in that period like the loanwords from Germany by English including the Germany suffix -n which becomes -en in Middle English (ME) (Meriam- Websters 11th Collegiate Dictionary). From the verbs that were analyzed, the list of the verbs with the suffix-en is presented as follows.

1.	deaf	→	deafen
2.	quick	→	quicken
3.	smooth	→	smoothen
4.	weak	→	weaken
5.	worse	→	worsen
6.	coarse	→	coarsen
7.	heart	→	hearten
8.	height	→	heighten
9.	light	→	lighten
10.	red	→	redden
11.	soft	→	soften
12.	steep	→	steepen
13.	strength	→	strengthen
14.	length	→	lengthen
15.	sweet	→	sweeten
16.	white	→	whiten
17.	dead	→	deaden
18.	tough	→	toughen
19.	fresh	→	freshen
20.	sad	→	sadden
21.	broad	→	broaden
22.	black	→	blacken
23.	deep	→	deepen
24.	loose	→	loosen
25.	bright	→	brighten
26.	hard	→	harden
27.	dark	→	darken
28.	damp	→	dampen
29.	sharp	→	sharpen
30.	short	→	shorten
31.	slack	→	slacken
32.	tight	→	tighten
33.	wide	→	widen
34.	light	→	enlighten
35.	live	→	enliven
36.	bold	→	embolden
37.	bright	→	embrighten
38.	fast	→	enfasten
39.	glad	→	engladden
40.	gold	→	engolden
41.	moist	→	moisten
42.	quiet	→	quieten
43.	stiff	→	stiffen

Table 1. The list of English verbs with -en suffix

Based on Table 1, the roots of the verbs 1-4 (*deafen*, *quicken*, *smoothen*, and *weaken*) are from Old English. The roots of the verbs 5 (*worsen*) and 6 (*coarsen*) are from Middle English. The roots of verbs 41 (*moisten*) and 42 (*quieten*) are from Anglo French. The roots of verbs 43 (*stiffen*) is from Middle Dutch. The roots of the verbs 9- 40 are from Old High German. Plag (2003: 93) states that the adjectives that can be bases for verbs with -en suffix have to be monosyllabic and end in plosives (p, b, t, d, (c), k and g), fricatives (s, th, f, and v), or affricate (tʃ and dʒ). For instance, the words *soft* /sɒft/ ends with plosive and *length*/leŋθ/ ends in fricative. However, in this research, the adjectives are ended by affricate in which -en suffix attached do not exist. The words *lengthen* and

strengthen are exceptional. They apply different rule. The words *long* and *strong* are ended in /ng/, therefore, “the lack of the words is compensated by the existence of *lengthen* and *strengthen*, which are irregular and apparently involve denominal motivation” (Szymanek, 1989, 281).

In the Table 1, it is also presented that most of the adjectives are from concrete adjective. Eastwood (2002) says the adjectives that create verbs with the suffix *-en* are concrete adjective like *sharp*, *soft*, *red*, *short*, and *wide*. Based on Cambridge English Dictionary (2015), concrete adjectives can be defined as the adjectives to describe the real objects, situations or actions. Thereafter, the verbs (*sharpen*, *soften*, *redde*, *shorten*, and *widen*) are commonly used for the real objects that can be touched or seen like animals, human, house, food, and the like. It is also found that the suffix *-en* becomes *-n* when the words are ended in vowels. For instance, the words *white* + *en* = *whiten* and *wide* + *en* = *widen*.

According to Szymanek (1989), the verbs with combination of prefix *en-* and suffix *-en* are “negligible” because only derivations represent the type. He also states that the words listed are rare forms and complex entities. Based on the analysis, most of the roots are derived from Germanic. It is also supported by the definition of the suffix *-en* in many dictionaries that it is originally derived from Germanic. For the result, the form of the suffix *-en* in English verbs is Germanic + *en* and the form for the prefix *en-* and suffix *-en* combination is *en* + Germanic + *en*.

In Middle English period, the variety of French which is called Anglo French was spoken in England (Peter, 1968). French itself is the dialect of Latinate spoken in France. Peter (1968) also adds that William the Conqueror became the King of England in 1070 after The King of England died without having a child and English then was defeated by Normans. There was political and social change in England since that time. The King placed many Frenchmen in any social level like artisan, monks, priests, soldiers, traders, workmen and even who are high educated (Peter, 1968). They communicated with Anglo French which became the language of the new royal court, the government, the law courts, the school, and parliament. Therefore, English was displaced by Anglo French (Peter, 1968). This had been happening for 300 years until Anglo French was displaced by English (Dancingerová, 2012). For the result, it influenced the English words like in term of loan words and the French prefix *en-*. The following table is presenting the verbs with the prefix *en-*.

1.	grave	→	engrave
2.	gulf	→	engulf
3.	snare	→	ensnare
4.	rich	→	enrich
5.	dear	→	endear
6.	bed	→	embed
7.	body	→	embody
8.	brown	→	embrown
9.	bitter	→	embitter
10.	kindle	→	enkindle
11.	shield	→	enshield
12.	shroud	→	enshroud
13.	fold	→	enfold
14.	list	→	enlist
15.	shrine	→	enshrine

29.	camp	→	encamp
30.	cash	→	encash
31.	code	→	encode
32.	able	→	enable
33.	gross	→	engross
34.	bark	→	embark
35.	case	→	encase
36.	circle	→	encircle
37.	compass	→	encompass
38.	courage	→	encourage
39.	noble	→	ennoble
40.	rage	→	enrage
41.	slave	→	enslave
42.	tangle	→	entangle
43.	wrap	→	enwrap

16.	thrall	→	enthral
17.	trap	→	entrap
18.	trust	→	entrust
19.	purple	→	empurple
20.	crochier	→	encroach
21.	combre	→	encumber
22.	douer	→	endow
23.	franc	→	enfranchise
24.	gorge	→	engorge
25.	rolle	→	enroll
26.	taille	→	entail
27.	-	→	envelop
28.	virun	→	environs

44.	throne	→	enthrone
45.	tomb	→	entomb
46.	trench	→	entrench
47.	visage	→	envisage
48.	feeble	→	enfeeble
49.	large	→	enlarge
50.	balm	→	embalm
51.	power	→	empower
52.	danger	→	endanger
53.	plane	→	enplane
54.	actus	→	enact
55.	aptus	→	enapt
56.	kruptos	→	encrypt

Table 2. The list of English verbs with en- prefix.

Based on the Table 2, roots of words 1-11 are from Old High German. It denotes that English did not only borrow the Germanic suffix –en together with its adjectives or nouns but also the adjectives and nouns without the suffix –en. Therefore, the adjectives and nouns are attached with the prefix en- borrowed from French. It shows that English also borrowed the prefix en- and used it without the words borrowed from French.

Roots of verbs 12-19 are from Old English. It is the period when the language of the English people from the time of the earliest documents in the seventh century to about 1100 (Meriam-Webster). Roots of verbs 20- 28 are borrowed from Old French which some of the roots do not exist in English like (*crochier*, *combre*, *douer*, and *franc*). Carstairs & McCarthy (2002: 102) states that “in borrowing these words, English speakers borrowed not only the roots and affixes that they contain but also the pattern of word formation that they conform to – a pattern which does not allow roots to appear naked”. On the other words, English speakers cannot separate the prefix en- from its roots in French. Similarly, the same phenomena happen for the verbs 54 (*enact*) and 55 (*enapt*) in which their roots are from Latin, and word 56 (*encrypt*) which has Greek root. English borrowed words in Latin and Greek to enrich its vocabulary in sixteenth and seventeenth centuries. As the result, “most words borrowed from French therefore come from Latin indirectly” and “it is not surprising that many words were adopted into English from Latin directly, rather than by way of French” (Carthy and Carstairs, 2002: 101).

In different phonology environment, the prefix en- becomes em- like in verbs 6 (*embed*), 7 (*embody*), 8 (*embrown*), 9 (*embitter*), 19 (*empurple*), 34 (*embark*), 50 (*embalm*) and 51 (*empower*). Whenever the stem has bilabial in initial position, the alveolar en- prefix is assimilated to bilabial. Giegerich (1992, 288) says that assimilation is ‘the spread of features of a given segment onto neighboring segment’. Therefore, em- is the allomorph of en-.

Roots of verbs 29-34 are from Middle French. Therefore, the words are from the 14th to 16th centuries. Roots of verbs 36-53 are from Anglo French which show the largest number of words borrowed. Based on the analysis, the verbs in which en- prefix attached are mostly from French. Since French is the dialect of Latinate spoken in France as it has been mentioned previously, therefore, the general form of verbs with the prefix en- is en + Latinate.

The Function

From the verbs analyzed, the researcher found the function of en- suffix, en-prefix, and the combination of both prefix and suffix. The following table is the distribution of the function.

No.	The Elements	Frequency	Percentage
1.	en- + noun = verb	48	85.7%
2.	en- + adjective = verb	8	14.3%
Total		56	100.0%
1.	noun + -en = verb	4	7.0%
2.	adjective + -en = verb	32	93.0%
Total		36	100.0%
1.	en- + adjective + -en = verb	7	100.0%
2.	en- + noun + -en = verb	-	-
Total		7	100.0%

Table 3. The Element of of the prefix en-, the suffix -en and their combination

Based on the Table 3, the suffix en-, the prefix en-, and their combination function to create verbs. However, most of the verb roots with the prefix en- are nouns. On the other hand, most of the verb roots with the suffix -en are adjectives. This finding is supported by Plag (2003) who says that most of the bases in the suffix-en are adjectives and few are nouns. Based on the analysis, it is also found that the verbs roots of both prefix and suffix combination are adjectives.

The researcher also found that the verbs created from adjectives with the prefix en- which create verbs are *enrich*, *endear*, *embrown*, *embitter*, *empurple*, *enable*, *enfeeble*, and *enlarge*. The rest of the verbs with the prefix en- are created from nouns. There are also verbs that are created from nouns with the suffix -en like *hearten*, *heighten*, *strengthen*, and *lengthen*. The other verbs with the suffix -en are created from adjectives. All of the verbs with the combination of prefix en- and suffix -en are created from adjectives.

The Meaning

The researcher found several meanings of the verbs analyzed. Based on the Meriam-Webster, Oxford Electronic Dictionary and Random House Webster's College Dictionary, there are 9 meanings of en- prefix and -en suffix. The following table represents the meaning of the verbs.

No.	Meanings	Verbs
1.	put into/onto	enthroned, enlist, entrap, enroll, entail, emboss, endanger,
2.	to cover	enshroud, engulf, embed, enwrap, enfold, encroach, envelop, environs, encase, encircle, encompass, entomb, entrench,
3.	go in to or onto	enplane, embark
4.	cause to be / to make (transitive)	enslave, enrich , endear, embrown, embitter, enshrine, entrust, empurple, encumber, engorge, enable, ennoble, enrage, entangle, enfeeble, enlarge, enact, enapt.

		deafen, steepen, smoothen, weaken, worsen, coarsen, redden, soften, strengthen, sweeten, lengthen, whiten, deaden, toughen, freshen, sadden, broaden, blacken, deepen, loosen, brighten, harden, darken, dampen, sharpen, shorten, slacken, embolden, moisten, stiffen. enliven
5.	provide with	empower
6.	come to be/ become (intransitive)	empurple, enlarge steepen, smoothen, weaken, worsen, coarsen, redden, soften, strengthen, sweeten, lengthen, whiten, deaden, toughen, freshen, sadden, broaden, blacken, deepen, loosen, brighten, harden, darken, dampen, sharpen, shorten, slacken, quieten ,moisten, stiffen.
7.	to give X to somebody or something	enlighten, enliven, embolden, embody, enthrall, endow, enfranchise, engross, encourage, ennoble, encrypt
8.	to do something with X	engrave, ensnare, encamp, encash, encode, embalm,
9.	to have	envisage

Table 3. The meanings of the verbs

Table 3 demonstrates that a verb can have more than one meaning. For instance, the verb *empurple*, *ennoble*, and *enlarge*. It is also found that there are verbs that are transitive and intransitive. Meriam Webster states that transitive is “characterized by having or containing a direct object” whereas intransitive is in the opposite of transitive in which it is “characterized by not having or containing a direct object”. Based on the analysis, only two verbs with the prefix en- which can be transitive or intransitive like *empurple* and *enlarge*. Most of the verbs that can be transitive or intransitive are the verbs with the suffix –en like *deafen*, *smoothen*, *steepen*, etc. The verbs with the suffix –en are only have two meanings; ‘to make’ when they are transitive, and ‘to become’ when they are intransitive. The meanings of the verbs with the prefix en- much more varies than the verbs with the suffix –en. For instance, the meaning are put into (*enthroned*), go in to (*enplane*), to make (*enslave*), provide with (*empower*), become (*empurple*), to give (*embody*), to do something with X (*engrave*), and to have (*envisage*).

However, the meaning of the verbs with the combination of the prefix en- and suffix –en are much more confusing since some of the verbs do not exist in dictionaries like *embrighten*, *enfasten*, *engolden*, and *engladden* but they do exist spoken by native speakers (Szymanek, 1989). The researcher found that the verbs exist in dictionaries are *enliven*, *enlighten*, and *embolden*. Based on the Longman dictionary, *enliven* means to make something more interesting, *enlighten* means to give explanation to somebody, and *embolden* means to give courage to somebody. Thereafter, the meaning of the verbs do not based on their roots. However, the verbs form a causative verb (Szymanek, 1989). Therefore, the meanings of *embrighten*, *enfasten*, *engolden*, and *engladden* might be ‘give something to somebody’ or ‘to make something more’. However, this finding needs to be analyzed more in further research.

Conclusion

To sum up, there are three findings in this research; (1) the form of the verbs with the prefix en- is en + Latinate whereas the form of the verbs with the suffix –en is Germanic + en and the form of the prefix en- and suffix –en combination is en + Germanic + en, (2) the function of en- prefix is to form verbs from nouns whereas -en suffix forms verbs from adjectives, and (3) the meaning of the verbs with the prefix en-, the suffix –en and their combination might be similar; to make, to become, or to give.

However, English learners and speakers commonly are not interested in finding out the form, function, and meaning of the verbs with the prefix en-, suffix –en, and the combination. Therefore, the only way for them to learn is to memorize it. For those who are interested in historical linguistic, they may go to English linguistic history to learn the prefix, suffix and their combination.

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THE RELATIONSHIP OF VOCABULARY KNOWLEDGE, READING COMPREHENSION, AND MATH WORD PROBLEM SOLVING FOR GRADE 3 ELEMENTARY YEAR IN BINUS SCHOOL SERPONG

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Abstract

This study aimed at investigating the word frequency of *My Pals are Here* Math books for Grade 3 and figuring out the correlation among vocabulary knowledge, reading comprehension and Math word problem solving for Grade 3. The participants were 70 Grade 3 students. The Range result showed that 80.79% of all running words was classified into the first 1000 words; 8.94% of all running words belonged to the second 1000 words; only 1% of all running words was a part of the third 1000 word; 9.27% of all running words was not found in the first 3000 word. Another finding indicated a positive moderate correlation between vocabulary knowledge and Math word problem solving ($r = 0.48$). The third finding also showed a positive moderate correlation between reading comprehension and Math word problem solving ($r = 0.50$). There was a positive strong correlation between vocabulary knowledge and reading comprehension ($r = 0.62$).

Introduction

There is a growing number of bilingual schools in Indonesia. As one of the bilingual schools, BINUS SCHOOL Serpong provides English speaking environment and delivers the content of most lessons, including Math lesson, in English. It applies Cambridge International curriculum and uses *My Pals are Here* books. It also has mostly EFL learners in its classes. In its Mathematics class, Mathematics concepts, including numerical problems and word problems are learnt in English. Math concepts and numerical problems are always introduced first before solving word problems.

As EFL learners who sit in Math lesson in the classroom, these students are acquiring English at the same time. Based on the researcher's observation, though some of them do quite well in numerical problems, they find difficulties in working on word problems. When they come to word problems, most of them find difficulties in understanding the word problem. Moreover, they make wrong calculation by just picking up the numbers and do simple calculation like addition or subtraction. They do not really understand what they have to do with the numbers in word problems. When the EFL learners try to solve a math word problem, they face two difficult processes, comprehending the problem and choosing the operation which needs to be carried out (Sepeng 2014). Sometimes School X's learners make mistakes in solving word problems, not because they cannot choose the correct operation, but they do not understand what the word problem tells them. They often interpret word problems differently.

As students find difficulties in math word problem solving, I speculate that there are two major factors which contribute English language learners' difficulty in doing math word problems. They are challenged either in the language or mathematics itself. In relation to language barrier, English language learners in BINUS SCHOOL Serpong may encounter obstacle in comprehending the word problems or in vocabulary of the word problems. First, comprehending word problems has been a challenge for the students.

Though word problems have the same text elements like other texts, they are organized differently.

Second, another language factor that may contribute to English language learners' difficulty in math word problem solving is vocabulary. Vocabulary plays an important role to reading comprehension. Since English is a foreign language to the students, many of them face difficulties in understanding the written text. There are many general meaning vocabulary and math related terms found in word problems. When the students are able to comprehend the problem situation, they can answer it logically and accurately.

Literature Review

Math Word Problem Solving

Carpenter and Moser in 1983 showed that in order to solve word problems, young children constructs external model to guide them in doing the calculation. Therefore, the correct representation only happens when word problem solvers comprehend the natural language and terms such as altogether, more, fewer, how many more, difference, and so on. In other words, math word problem solving involves language comprehension devices together with calculation strategies (Thevenot, 2010, pp. 93-94).

Since several studies claim that performance in solving word problems can be improved by using visual and concrete representation, Singapore primary mathematics curriculum applies the model method to assist learners to represent math word problem. It focuses on the importance of representation. In the model method, rectangles indicate specific numbers and unknown values. After that, problem solvers need to specify the relationship among the rectangles. By drawing the model, problem solvers can figure out the step-by-step procedures to solve given problems (Ng, 2009, pp. 283-285).

Math Word Problems

Word problems are written problems related to Math which are expressed in words, numbers and symbols. They usually contain a brief story in a short paragraph (Curriculum Associates). According to Barwell (2011, 2), word problems exhibit unique genres or linguistic forms. First, it has three-part structure: scenario, information and question. A scenario or a setup is a component for introducing the character and the location of the story which is assumed to exist. The information component gives information to readers on how to solve the problem. Sometimes distractors are included in this component. The last component is the question which identifies the goal in the word problem. Second, the information and scenario has arbitrary relation. Third, the use of verb tense, time and references are sometimes ambiguous.

Elementary children learn to solve word problems which occupy basic arithmetic operation with different semantic complexity. According to Christou (1998, p. 436), Roomberg and Collis classify word problems into two categories, additive structures and multiplicative structures. Four item types in additive structures are defined by the problem solving strategy required, such as change, combine, compare and equalize problems. (Hanich, 2001, p. 616 & 619). Multiplicative structures involve multiplication and division (Christou, 1998, p. 436 & 442).

Vocabulary Knowledge

Every person owns vocabulary knowledge. It is the number of vocabulary someone has and how proficient they know related words Rouhi & Negari (2013). Based on its level of occurrence in the text, Nation (2013) divides vocabulary into 3 groups,

high-frequency words, mid-frequency words and low-frequency words. The high frequency words covered the first 3000 words. They are required to get 95% coverage of running words in most texts. EFL learners who are familiar with the first 3000 words are able to identify 95% of the words in any text they read (Nation and Laurence, 2013). If a language learner fails to recognize the most frequent words, s/he will be repeatedly unable to understand the meaning (Graves and August, 2012). Mid frequency words takes up 6000 word families. Mid frequency words are important for extensive reading, because 6000 word families cover 5% of total running words/tokens in most texts (Nation and Laurence, 2013). At last, low frequency words cover a small portion of texts and occur occasionally, only 1-2% based on the British National Corpus (BNC).

Text coverage is the percentage of running words in the text which is known by the readers (Nation I. , 2006, p. 61). If a learner does not have sufficient vocabulary knowledge, they will not make adequate comprehension. Nation investigates the coverage that the words of different frequency levels provide to a texts in representative corpora. His finding is shown in the table 1.

Table 1. Average Coverage and Range of Coverage of a series of word levels

Levels	Number of Levels	Approximate written coverage (%)	Approximate spoken coverage (%)
1 st 1000	1	78-81	81-84
2 nd 1000	1	8-9	5-6
3 rd 1000	1	3-5	2-3
4 th -5 th 1000	2	3	1.5-3
6 th -9 th 1000	4	2	0.75-1
10 th -14 th 1000	5	<1	0.5
Proper nouns	1	2-4	1-1.5
Not in lists	1	1-3	1

Source: I. Nation 2006, 79

Reading Comprehension

Reading comprehension is an active process in which readers obtain and build meaning through interacting and involving readers with the written text. When readers comprehending a text, they create a mental image in which the readers try to relate the written text with their experiences (Saunders-Smith, 2003). Grellet (1981) also adds that to be able to comprehend a text, readers need to obtain the information in the written text as efficient as possible. Readers may also infer the information in the text, use their schema as they scaffold their understanding of the information and finally have a mental representation in their mind of what the text is all about as they comprehend a text (Kendeou, et al. 2006).

In order to have deep understanding of the text, readers need to have competences. Graesser (2006, 3) mentions that when readers need to analyze the text, readers need to employ cognitive strategies to comprehend it. Readers need to understand the interpretation of the referents, nouns, speech focus and assumption and acceptable inferences. Readers also need to do inferring, relating the ideas logically and examining the validity of crucial statements and the writer's intention. Readers successfully comprehend the text when they simultaneously and consistently mend the incomplete ideas.

Theoretical Framework

The following figure shows the word frequency is calculated from all word problems *My Pals are Here* Grade 3 Math textbooks and workbooks. Then, the word frequency result is compared with the result of vocabulary knowledge. This figure also shows the correlation among vocabulary knowledge, reading comprehension and math word problem solving.

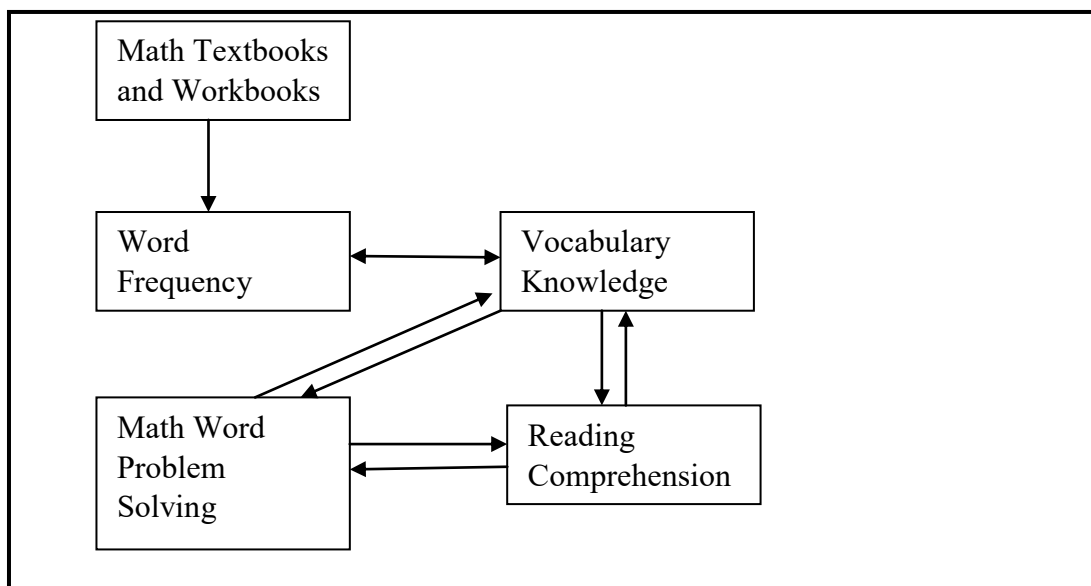


Figure 1. Theoretical Framework

Based on the framework, the hypothesis of this research is shown below:

H₁: There is a correlation between vocabulary knowledge and Math word problem solving.

H₂: There is a correlation between reading comprehension and Math word problem solving.

H₃: There is a correlation between vocabulary knowledge and reading comprehension.

Results and Discussions

Word Frequency

Table 2 Range Result of the Math Books 3B

Tokens Word List	3A <i>My Pals are Here</i> Math Books	3B <i>My Pals are Here</i> Math Books	Total	Percentage
One	3028	4436	7390	80.80%
Two	439	376	818	8.94%
Three	21	70	91	1%
Not in the lists	353	496	848	9.27%
Total	3767	5378	9145	

Based on the Range result of all running words from all Math books as demonstrated in Table 2, it can be seen that 80.79% of total tokens were found in Base List One. Compared to Base List One, there was smaller percentage of tokens found in Base List Two. Considering Nation and Laurence's study (2013, 9), high frequency words (3000 word families) will take up 90% of the coverage. The findings in this study also support the theory. By looking at the Range result of *My Pals are Here* 3A and 3B, it

can be seen that 90.74% of total running words are found in Base List One, Two and Three. Moreover, the most frequent running words are taken from Base List One. Smaller percentage takes up the second and third Base Lists. This finding supports Nation's findings (2001, 11) that most of the running words in texts are high-frequency words.

Words related to Mathematics are mostly found in either Base List One, Two or Three, for example, more, altogether, fewer, added, etc. Those words, found in the base list, can be used in daily life context. Few Mathematics terms, like numerator, denominator, etc, are not found either in Base List One, Two or Three.

Vocabulary Knowledge

Figure 2 shows the average score in each vocabulary level. It can be seen that the result above shows an unusual result. Generally, researchers obtain pattern which slopes from the left to the right, because learners usually learn the high frequency words first before they learn medium or low-frequency words. However, in this study, the result shows the contrary, the unusual profiles of the subjects. The figure above shows that the subjects acquired enough first 1000 words, but they were lack on the second 1000 words. Comparing the second 1000 and third 1000 words, the figure shows that the subjects acquired more third 1000 words rather than the second 1000 words.

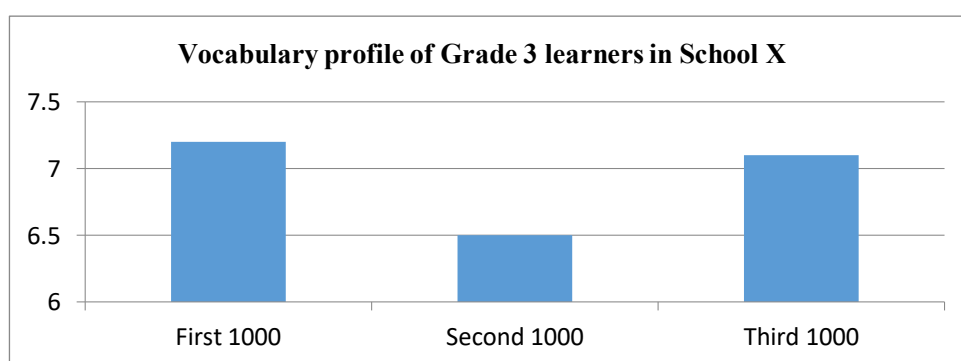


Figure 2. The Average Score of Vocabulary Knowledge Size Result

When we look at the number of correct answers in each question in each level, we can find out the questions which can be solved by less than two-third of the subjects or 47 subjects. 5 questions in the second 1000 words level are answered correctly by less than 47 subjects, such as *nil*, *pro*, *maintain*, *pub* and *patience*. In the third 1000 level, the researcher found out that there are only 3 questions which cannot be answered by 47 subjects, such as *pave*, *road* and *strap*. When we compare the subjects' vocabulary knowledge with Nation's text coverage, we can identify the discrepancy.

Table 3. Comparison of the Findings and Nation's Findings

Levels	Subjects' vocabulary knowledge (%)	Nation's finding on approximate written coverage (%) (Nation I. , 2006, p. 79)	Word frequency analysis result from <i>My Pals are Here</i> Math books (%)
1 st 1000	72	78-81	80.80
2 nd 1000	65	8-9	8.94
3 rd 1000	71	3-5	1

Nation suggests that readers need to understand 78-81% of all first 1000 running words but the subjects in this study only master 72% of all first 1000 running words. Moreover, 80.79% of all running words are the first 1000 words. Since the subjects do not have sufficient first 1000 vocabulary knowledge to understand all the first 1000 running words, there is a possibility that this leads to difficulty in understanding in working on math word problem solving. f

Correlation between Vocabulary Knowledge and Math Word Problem Solving

The correlation coefficient is 0.48, while the coefficient of determination is 0.23. As this is moderate correlation ($r=0.48$), it cannot be used to deduce that the more vocabulary size the students know, the better word problem solvers they are in mathematics. It means that only 23% of the scores of math word problem solving are influenced by the vocabulary knowledge. This finding supports previous studies about vocabulary knowledge related to Math and performance in math word problems. Sepeng found a moderate linear relationship between those two variables ($r = 0.53$). This finding also supports Nikijuluw's study (2012) that there is a moderate positive correlation between vocabulary knowledge and reading comprehension ($r = 0.45$). The result suggests that Math related vocabulary knowledge influence the students' ability in math word problem solving.

Correlation between Reading Comprehension and Math Word Problem Solving

The correlation coefficient shows 0.50, while the coefficient determination (r^2) shows 0.25. It means only 25% of the scores math word problem solving are affected by reading comprehension scores. In other words 25% of the research subjects find that the better their reading comprehension skills, the better word problem solvers they are. This finding supports Jordan's findings (2002) that there is a relationship between both variables. EFL learners are able to answer do Math word problem solving because they comprehend number words, related words and complex syntactic structures. Vilenius-Touhimaa's finding found that there is a strong relationship ($r = 0.67$) between reading comprehension and math word problem solving. The finding shows that reading comprehension may facilitate learners to do math word problem solving.

Correlation between Vocabulary Knowledge and Reading Comprehension

This study finds out a strong positive correlation between vocabulary knowledge and reading comprehension ($r = 0.62$). By applying coefficient of determination, it can be explained that 38% of the scores of reading comprehension are influenced by vocabulary knowledge. In other words, only 38% of the subjects find that the more vocabulary knowledge they acquire, the better comprehension they have. This result supports the notion that the more words are learnt, the learners can differentiate meaning of words better, build up stronger comprehension of how words are linked together to create meaning and enhance their understanding of context and communicative purpose (Graves & August, 2012, p. 1). The findings of this study also support previous correlation studies. Anjomsha and Zamanian found that there is a positive moderate correlation ($r = 0.60$) between both vocabulary knowledge and reading comprehension (Anjomshoa & Zamanian, 2014, p. 93). Geldener et al (2004, as cited by Anjomshoa and Zamanian 2014, 91) also investigated the correlation of both variables and found positive moderate correlation ($r = 0.63$).

Conclusion

Based on the data analysis about word frequency, vocabulary knowledge and correlation among vocabulary knowledge, reading comprehension and Math word problem solving, it can be concluded that:

1. Most of words in math word problems are taken from the first and second 1000 high frequency words. Only small percentage of the words is taken from Base List Three.
2. The subjects do not have enough vocabulary knowledge to understand 78-81% of all first 1000 running words. However, the subjects have enough lexical knowledge to understand the second 1000 words in the text. The subjects' third 1000 words do not play a significant role in comprehension, since it occurs only 1% of all running words.
3. There is a correlation of vocabulary knowledge and Math word problem solving is also positive and moderate ($r=0.48$).
4. There is moderate positive correlation between reading comprehension and Math word problem solving ($r=0.50$).
5. There is strong positive correlation between both variables ($r = 0.62$).

Limitation of the Research

When conducting the study, the researcher faced some inevitable limitations. First, when the researcher calculated the reliability of vocabulary knowledge in each level, the researcher found low reliability of each level. The Cronbach's Alpha for the first 1000 test was 0.395. The second 1000 test's Cronbach's Alpha was 0.565. The Cronbach's Alpha for third 1000 was 0.611. Second, the vocabulary knowledge instrument had only 10 questions in each level, so it was not enough to measure the research subjects' vocabulary knowledge.

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THE IMPACTS OF VISUAL DISPLAYS ON CHILDREN ENGLISH LANGUAGE LEARNING

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Abstract

For most children, successful learning required sufficient amounts of both sensory and mental experiences. Studies showed that lighting, colors, decors and displays play important roles in children learning but its impacts on English language learning had not been conducted. Visual displays in the classrooms, called “silent curriculum” or “the third teacher” play important roles to English language learning but not many institutions were aware of the necessities. This research aimed at finding the impacts of classroom displays on English language learning among children. This was a case study and it adopted a qualitative approach, therefore, it was interpretive by nature. The participants were eleven students from grades 1 and 2 whose age ranged from 6 – 8 years old. The data were in the forms of video-recordings, visual displays, feedback sheets, and a focused-group discussion (FGD) and unit tests. The data were collected in July - August 2016 (twice a week). Prior and during to the implementation of classroom display, classroom activities were video-taped and was followed with simple questionnaires. Using the videos, the researcher noted down some emerging themes and did some focused group discussion for confirmations when necessary and compared the findings with the emic perspectives. The research showed that classroom displays provided learners with a) a media to value their works, b) a media to review their previous learning, c) a showcase of learning outcomes which made learners oriented towards achieving the goals, d) a media for repetition, feedback and expansion for the four language skills.

Keywords: visual displays, young learners, English language learning, case study, silent curriculum

Introduction

Classrooms are central to both children learning and development. Emotional connections which later on are to be stored as “childhood memories” play very important roles in developing children’s creativity and cognition⁷. Maxwell and Chmizlewsky (2008) in Allen & Hessick (2010) assert that classroom display refers to documentation of learning on the walls. The documentation of learning is different from classroom display¹³. In Tarr’s (2004) opinion, displays include explanatory texts in children’s own words and are meant to help viewers understand children’s thinking and processes rather than merely having the end-products. Classroom displays are forms of stimuli to support students’ ability to digest, process and retain information⁶. From the three definitions, researchers conclude that classroom displays are tangible learning processes and outcomes which are posted on the classroom walls and which are aimed to provide learners with their own learning sources and evidences and which will help other viewers understand the whole curriculum. Allen and Hessick (2011) call it the silent curriculum while quoting Reggio Emilia, the educational philosopher, in Tarr (2004) calls it the Third Teacher.

Reggio Emilia (2011), in Allen and Hessick (2011), has long believed that classroom displays – as an element of learning environment – are very important since they increase students' self-esteem. Further, they state that classroom displays also show that children's works are valued and they give parents information on what their children are learning and they give teachers access their students' learning. Using the research report by Ulrich (2004), Barrett & Barrett, Zhang and Davies (2015) further elaborate that the products that feature students' intellectual engagements, projects, displays and constructions are found to promote greater participations and involvement in the learning processes.

Although classroom displays have been embraced by educational practitioners as one of the ways to promote creativity among students, as an institution which aims at preparing excellent English language learning experiences, ours – as well as others – has not synchronically implemented the policy to improve students' language learning using classroom displays. The reasons for not establishing displays are thought to be mostly technical, financial and thirdly – aesthetics. First, most classrooms are shared by several teachers. It means that one class is not meant to be occupied by one specific teacher or subject – the fact that will make space occupancy a challenging task. Secondly, teachers are worried of “spoiling” the clean and well-painted classroom walls which are regularly painted and repainted. The glues left by any sticking objects on the wall will leave the wall “marked” or “scratched”, an undesirable condition for the facility maintenance personnel. Secondly, soft-boards – which can be expected to release both teachers and students from the “guilt” of spoiling the immaculate walls – are unaffordable and have not been included as our standardized classroom requirements.

When creating classroom displays, some challenging considerations are highlighted by Barrett et al. (2015) conceptually and Bill (2015) practically. Bill (2015) states that creating a classroom display should be fun, yet must have “clear or well-defined purposes”. He suggested 4 guiding questions to make displays take on effects: a) What teachers want to display on the walls, b) what educational interests of the classes are, c) What students want to learn this particular term/semester/year and d) Which color and temperature affect student learning.

Classroom Display and Children and English Language Learning (ELL)

UNICEF mandate categorizes humans aging 0 – before 18 as children, but Burt et al. (1982) and Daviesw & Pearse (2000) defines children as humans whose age group is between 0 – 10 years old or within the pre-puberty stage. Children acquire the second language better than adults do^{7, 9, 11} and children also successfully learn a new language by understanding the message through intonations, gestures, facial expressions and actions¹¹. Compared to adult learners, children learn English differently from adults because they pay less attention to form⁷. Further, children learn a new language better than adults because they maximize the availability of here-and-now elements in the form of environment and content-focused approach¹⁰.

There are four factors which facilitate, even boost language acquisition, namely the naturalness, roles of learners, concrete referents and language model^{7, 10}. Since children focus on content rather than form, natural language environment is a significant element of children acquisition. Besides the importance of the silent period, concrete referents is another element that must be present in children new language acquisition. Concrete referents or linguistic factors which visually aid children are available to help them understand or convey meanings. Finally, although not drawing from available

language models equally, children use language models for their acquisition. Besides the four macro elements which facilitate children language acquisition discussed above, Dulay et al. (1982) also highlights the importance of three micro-environment factors – salience or the ease of the language structure heard or seen, feedback or approval or expansions from the partner interlocutors and frequency or the number times learners hear a given structure.

From the pedagogical perspectives, Brown (2002) and Daviesw & Pearse (2000) remind teachers to be able to design the lesson and to conduct the teaching in such a way that they meet children's interests and development. Brown (2002) vividly recommends the importance of concrete referents and here-and-now issues. In terms of sensory inputs, again, Brown (2002) suggests teachers are to provide classroom activities which stimulate all five senses. Yet, Daviesw & Pearse (2000) tell teachers to never forget to create affectionate and cooperative atmosphere in the classroom to cater the children's needs for the affective elements.

The researchers believe that incorporating the visual display in the children ELL classroom will benefit both teachers and children in several ways, as suggested in the links^{1,2}. First, it will help young learners understand and remember concepts more easily, will reduce teacher talking-time, will provide touching points which teachers can use to pick up where they left off and finally, to make the class more dynamic and fun.

As language learning outcomes are indicated by four competencies – discourse, linguistic, socio-linguistic and strategic and achieved through four language skills – listening, speaking, reading and writing and two language components – grammar and vocabularies, we believe that classroom visual display will help children acquire the language in the following manners:

1. Speaking and Writing

Classroom visual displays can be used to “document” both classroom expressions such as “I need to go to the restroom”, “How do you say ... in English?” or “May I borrow your ...?” and the targeted expressions or sample dialogs such as “What's in your toy-box?” and “I have A, B and C”. It may also contain targeted vocabularies of the respected materials as well as students' simple – word, phrase or sentence-level writing pieces. The visual reminder may serve as both “frequency” and “feedback” elements¹⁰. In these skills, the displays are expected to optimize both children's linguistics and discourse competence.

2. Listening and Reading

Display boards can also be used to document learners' learning process and outcomes from listening and reading activity, especially when the institutions adopt content-based syllabus teaching. In these language skills, teachers may stimulate children with whatever pre-listening visual aids to enable children activate their schemata and interactive receptive skills in the form of pictures, targeted vocabularies or even the questions and graphic organizers. The displays may also be expected to nurture the children's “silent period” to let them “absorb” the available data around them to be reproduced in the future.

3. Vocabulary

Vocabulary lists accompanying pictures play a central role in the performance of receptive skills (listening and reading). The classroom display may be used to post the new words and pictures of a specific topic. Furthermore, vocabulary and picture

displays are expected to enhance learners' vocabulary absorption over a period of time.

4. Grammar

Recommended to be taught inductively to children, grammar can take its position in the display board in the form of sample sentences using the structure highlighted by the topic/unit. By showing the samples, it is expected that children can generalize the structure and in the long run can create more meaningful constructions to communicate.

5. Pronunciation and Typography

Teachers and students can use the display boards to highlight essential words from the day's lesson which require careful pronunciations to avoid confusions. If necessary, the word list may also be accompanied with other similarly rhyming words or minimal pairs to give reference to correct pronunciations. These simple things related to how words are written and articulated will certainly increase children's acquisition by improving their accuracies in meanings and sounds.

This paper aims to find the impacts of the use of classroom displays among children who are learning English as a foreign language. The findings, hopefully, will give us enough data to decide whether or not classroom displays should be opted as an approach in our classrooms or we can simply forget it.

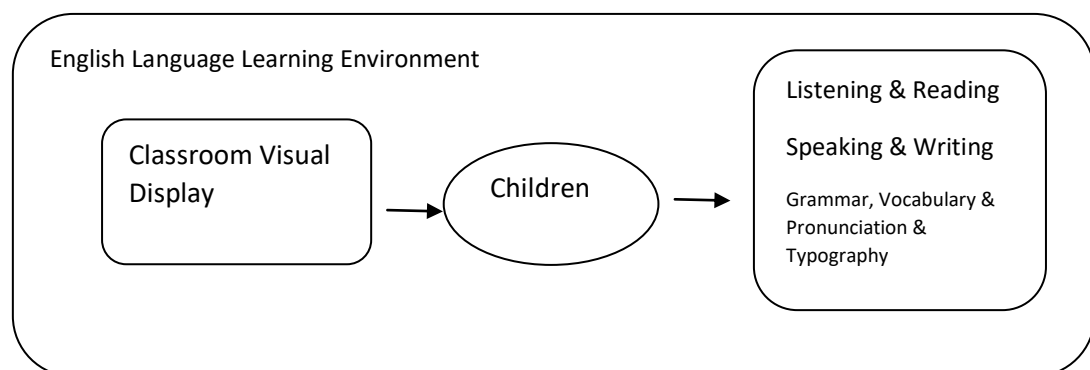


Figure 1. Impacts of Classroom Display on Children English Language Learning

Methodology

This is a case study using a qualitative approach. This method was chosen because it was able to explore and describe the data with its complexities in real life environments (McDonough & McDonough, 1997). This methodology was chosen since it enables the researchers to examine data within a context where detailed may not be captured through experimental or survey research (Zainal, 2007). Since it was qualitative, it was interpretive when used to find a certain pattern of behavior among the participants.

The data were in the forms of videotapes, feedback sheets, interviews and unit test scores. The instruments we used and have planned to use were video-tape recorder, feedback sheets, feedback sheets, interviews and unit test scores of the respective unit. Prior to the data collection, the participants' parents signed a written consent acknowledging and allowing their children being involved as participants in the research. From 11 participants, only 8 returned their feedback sheets.

However, when this report was written, we had not conducted any FGDs, since the researchers were still in the middle of taking down some emerging themes from the videos and looking into the written feedback. We had not administered the unit test of the covered materials, either, as the unit lesson was still in progress. The FGDs has been meant to convert researchers' etic interpretation into emic ones, while the unit test scores have been meant to see what language skills and elements the participants would have gained after a period of time after using of classroom display among children within ELL setting.

Table 1. Video-tapes in relations to the use of Classroom Visual Display

Videos	Etic Descriptions	Skills
B-02246	Ss listen to T's questions Ss repeat after T, Ss answer questions based on intended pictures	Listening Speaking
B-02247	T drills questions to Ss, Ss repeat after T. T answer Ss' questions, Ss repeat T's answer .	Listening Speaking
B-02252	Ss listen to T's questions Ss draw their answer and glue on d display board for their documentation.	Listening
C-02323	Ss ask T about a object on VD board to answer friend's Q	Speaking Listening
C-02329	Some Ss look at VD board to discuss and answer questions among them	Listening Speaking
D-02338	Ss look at pictures on VD board to copy/draw it.	--

Table 2. Feedback Sheet (a)

No.	Questions	Yes	No
1	Does your T stick your work on the VD board?	8	0
2	Do you like it when your work are displayed on the VD board?	8	0
3	Does your work displayed on VD board help you make/arrange sentences in English?	6	2
4	Does your work displayed on VD board help you memorize/remember words in English?	6	2
5	Does your work displayed on VD board help you to listen better in English?	3	3
6	Does your work displayed on VD board help you to speak better in English?	6	2
7	Does your work displayed on VD board help you read better in English?	6	2
8	Does your work displayed on VD board help you write better in English?	3	3

Table 3. Feedback sheet (b)

No.	Questions	Answers
9	Why do you think your T asks you to display your work?	a) To help Ss review the previous materials. b) To (help) learn English better c) To display our work (to show our good work)

		d) To make Ss happy
10	Why do you like/dislike your work being displayed?	a) (because) I like my work. b) I want others to see my work c) It makes (classroom) look good. d) It makes me feel more confident. e) If not display, we likely forget the previous lessons
11	How does your displayed work help you arrange/make better sentences in English?	a) I can learn from the (samples) on the display. b) I learn by looking at the things. c) The display makes me remember how to arrange (words/sentences)
12	How does your displayed work help you remember/memorize the English words?	a) I can always read the words and remember/memorize. b) (VD) inspires me to learn the words c) I can always repeat the words and rewrite them. d) I use the words to make my sentences.
13	How does your displayed work help you listen to the lesson better?	a) The pictures are good. b) They get easy to remember. c) I like listening to other people talking. d) I remember T's words from the display. e) VD helps me listen better. f) T keeps using the words from the VD.
14	How does your displayed work help you speak English better?	a) The words are easy to remember. b) I know speak better because the words are on VD. c) Because I can always write the words on the book.
15	How does your displayed work help you read better in English?	a) I remember the words. b) The words are easier to remember/memorize. c) I love reading. d) The words are easier to be retrieved. e) I can see the answers. f) Because I keep repeating the words.
16	How does your displayed work help you write better in English?	a) I can memorize the spellings of the words. b) The spellings are easier to remember. c) I love looking at my own writings.

Interpretations

Classroom visual display gave children happiness as teachers and institution took values of what they did (2, 3abcde, 16c). Children considered the classroom visual display as a showcase of learning outcomes which made learners oriented towards achieving the goals (9abcd, 10abcde, 12abcd). Young learners mostly used the classroom visual display to review their previous learning as they often consult the display board in order to accomplish particular tasks (9abcd). Classroom visual display improved listening, speaking and reading and writing skills on the immediate retrievability of the vocabularies and constructions which explains the prominence of repetition, feedback and expansion in children language acquisition (11, 12, 13, 14, 15 and 16).

Conclusion

Language environment has been crucial in a foreign language acquisition and learning a foreign language poses many challenges especially the lack of proper language environment. Classroom visual display benefited children learning English language several ways – psychologically and cognitively. Since the linguistics aspects was not clearly identified in this research, the next researcher may probe deeper into the linguistic areas of the current problem.

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USING *SWAG* IN TEACHING WRITING TO MOTIVATE STUDENTS TO WRITE

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Abstract

Motivating students to write is as hard as asking them to read as both of the skills are kinds of boring activities for them. Many students also enjoy speaking more rather than writing because in writing they have to be more accurate and mostly people will not tolerate mistakes in written language. Therefore, a teacher needs to design various kinds of techniques to make the students comfortable and enthusiastic in writing. Pictures and pictures technique in cooperative learning was used in this study, with the steps called *SWAG*, standing for Scrambling the series of pictures, Writing the paragraph, Asking the reasons, and Giving feedback. This study was conducted in the 7th grade in the topic of descriptive, narrative and recount texts. Data were collected from class observations, students' interview, and students' tasks on writing. The study ended with the result that applying *SWAG* motivates students to write.

Keywords : Teaching Writing, cooperative learning, motivation

Introduction

Assigning students to write even in their native language is not an easy thing to do. Many of them think that writing is the most difficult skill to master after speaking. Students think that they can not write or even do not want to write. This is probably because they lack of confidence, they think it is a boring activity, or they probably do not come up with ideas. Moreover, not only having problems in organizing ideas, they also have problems in translating those ideas into a text that is readable. Many students also think that writing is a language skill that is 'scary' for them as Leki (1991) claims that many language teachers are too demanding about grammatical correctness. Teachers of English often expect for grammatical perfection of their students and cannot tolerate errors. Native speakers who are not language teachers can even tolerate errors as long as they can understand the message or the content.

Of the problems, language teachers actually have to know the difference between **writing-for-learning** and **writing-for writing** (Harmer, 2010). When writing is used as a practice tool to help students to practice the language that they have learned, it is called writing-for-learning. On the other hand, writing-for writing is when we direct the students to be a skillful writer and develop their writing skill by starting from planning, drafting, reviewing, and editing. Students' work also includes not only how to use the language appropriately, but also how to construct text, as well as the layout, style, and effectiveness. For the beginner students, it is better for teachers to apply writing-for learning first.

The most important thing is to motivate students, and increase their confidence and enthusiasm in writing. Whatever the reason, we need to help such students build the writing habit so that they recognise writing as a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do to other activities (Harmer, 2009). Moreover, when students are not focused on grammatical errors but when they are instead writing freely, writing or trying to write what they think they want

to say, they develop confidence and a sense of power over the language that none of the other skills is likely to produce until the students are very well advanced in their language studies (Leki, 1991).

There are many activities we can apply to make the class enjoyable and interesting, and one of them is by giving the students pictures. Pictures, as Harmer (2009) explains, can provide stimulation for writing-habit activities. Pictures can be taken from magazines, books, newspaper, photographs, or even drawn by ourselves. Those can be in the form of flashcards, cue cards, photographs, or illustrations which are colourful or even black and white.

Pictures can also be put in various kinds of writing games, such as story reconstruction activities where students have to build up a story from a set of pictures. We can put the students into groups as writing in groups can be highly motivating for students. This is called a cooperative writing where students are divided into groups and each student has a different task in writing to accomplish group writing task. Cooperative writing includes in the cooperative learning method, and one of the techniques is called *picture and picture*. Cooperative Learning or CL is similar to group working but it focuses on each individual's participation.

There have been some experts who developed CL with various kinds of techniques. The most popular ones are developed by Spencer Kagan. Up to now, Kagan creates more and more techniques by sharing them through online and offline seminars, as well as printed books. Kagan in Kessler (1992) proposes the definition of cooperative learning this way:

“CL is a group learning activity organized so that learning is dependent on socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”

In line with Kagan, Smith (1996) in Barkley (2005) defines CL as the form of small group working to make learners cooperate so that they can maximize each learning process and learn from each other. Cooperative learning doesn't merely the same as group working, as Jacobs (1997) states that CL is more than just putting students in groups and giving them something to do, but it is a tool which teachers use to encourage mutual helpfulness in groups and the active participation of all members.

What makes cooperative learning different from group working can be defined from its key elements which include *positive interdependence*, *team formation*, *accountability*, *social skills*, and *structuring and structures* (Olsen & Kagan, 1992). Positive interdependence occurs when the gains for one individual are associated with gains for others; that is, when one student achieves, other benefits, too. The second element is team formation in which students can choose their own group by selecting teammates. When students can't do the selection, the teacher can help and it is probably more effective as the teacher knows better about the students' ability. There are four types of formal team formation including heterogeneous, random, interest, and homogeneous/heterogeneous language ability.

The third element is accountability which means that students may be made individually accountable assigning each student that he or she may not go on to the next activity until all teams members finish the task. Therefore, the fourth element is needed, that is social skills which include ways students interact each other to achieve activity or task objectives. Moreover, to build interactions among students, it needs structures to organize student interactions. For example, one student talks while others listen, then the next student talks, etc.

Picture and picture in cooperative learning is one of the structures in cooperative learning which also applied by forming the students into a group of four or five, depending on the amount of pictures we provide for the students. The media is a set of pictures in which the students have to construct a story from the pictures. The kinds of pictures and the length of the story must be appropriate for the students' level of ability.

Research Method

The writer conducted this qualitative research in one of the secondary schools in Bogor, helped by one of her students in the university. The writer's student is a student teacher studying in the English Department, and when the research was conducted, she was doing her teaching practice in this school as one of the requirements to accomplish her graduate study. The participants were the students of the seventh grade in one class consisting of around 32 students with various level of ability and interest in English.

At that time, the curriculum used was the 2006 curriculum which is a genre-based, and the students learned more about text types. The skills focused were reading and writing, so the students were given different kinds of texts like narrative, descriptive, recount, etc. The main aim of this curriculum was how to make students understand and get the meaning of a text, as well as be able to write a text. The activities done were more on reading and writing a text, and those were really boring for the students.

Therefore, the writer tried to apply more interesting techniques from cooperative learning method. *Picture and picture* techniques were given in four meetings but the writer's student and her created their own steps of activities, called *SWAG*. *SWAG* stands for Scrambling the pictures, Writing the paragraph, Asking for the reasons, and Giving feedback. The pictures used were taken from course books, and some sources from websites. The texts learned were narrative, descriptive, and recount, which were included in the English subject of the 7th grade. The activity was given after the teacher explained about a kind of text including the function as well as the content. After the students get clear understanding about the text, then they were given *picture and picture* technique.

First, the teacher prepared some sets of pictures consisting of four or five pictures for each set. Students were divided into a group of four or five, depending on the amount of the students. Each group was given a different set of pictures which had been scrambled. Each member of the group got different picture but all pictures could form a story. Then each member should write a paragraph based on the picture they got, and discussed each picture to make them unscrambled and form a text or a story. The time given was around 30-45 minutes to discuss and after that the teacher asked each group to submit their task.

After that the teacher checked the students' work and asked their reasons why they organized the paragraphs like that, and how they combined those paragraphs into a text. At the end, the teacher gave feedback but only focused on their ideas and organization of the paragraphs because in this case, we just needed to find out whether the students' motivation in writing was increasing or there was not any significant change.

The data was mainly taken from the class observations in which the writer observed the process of how the students cooperated each other in the group, how they came up with ideas into a paragraph, how they organized the paragraphs, and how enthusiastic they were in writing. Moreover, the students' product of writing was also checked to find out the grammatical error although it wouldn't be given as a feedback to the students. However, that was the start for the next aim in teaching writing, to make them practice how to write-for-writing in which they increase their skill in writing. In addition, the students' interview was also done to support the data. The students were

asked some questions related to their interest in the implementation of SWAG in *picture and picture technique*, and how motivated they were in writing.

Since it is a qualitative research, the writer took the three analysis strategies suggested by Suparman (2009). First, the writing notes were reviewed which included the observational field notes, interview transcriptions, and notes about videotapes. Next, she reduced the data and classify text or visual images into categories. Finally, those categories were described so that they could result in findings.

Findings and Discussion

SWAG and Writing Motivation

From the notes of class observation, as well as the videotape description, it was found that the students showed their quite high motivation in writing a paragraph although some students looked unmotivated. The writer found there were around 7 students who had difficulties to put their ideas into a paragraph. From the interview, it was found that these students thought that the task was too difficult for them since they had problems with their English as well and they were not interested in learning English so they also had difficulties in increasing their motivation. Gardner (1985) supported by defining motivation as an effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning a language. So when a student feels that the learning is not important, then the motivation won't increase.

However, from the interview, around 80% of students answered that they loved *picture and picture technique* with SWAG steps. It was a kind of challenging for them because they had to unscramble the pictures, guess what the pictures were about, write their own paragraph, and combine the ideas with other members in the group. Pictures for students were also considered interesting as many people are visual learners. They love to see visual images in which can help them understand the language. Visual images could be a guide for them to determine what vocabulary could be used in the paragraph.

In addition, by putting the students in groups, it could be seen that the students could cooperate quite well. Some quite learners showed their enthusiasm more than when they were given individual tasks. Although each member had their own responsibility, but since they had to accomplish the group task, so they did a high effort to help other members. It is supported by Harmer (2009) that individual students also found themselves saying and writing things they might not have come up with on their own, and the group's research was broader than an individual's normally was.

Talking about feedback, around 92% students were delighted to get feedback from the teacher although the rest still felt that feedback could make them humiliated. The feedback only included the ideas and the organization, not yet about the grammatical error or any others. However, it seemed 'scary' because the teacher gave feedback in the class. It is supported by Harmer (2009) that giving feedback on writing tasks demand special care. Teachers should respond positively and encouragingly to the content of what the student have written. When a teacher does not give any feedback, it seems that he/she doesn't care about the students' work.

The Weaknesses

Implementing SWAG in *picture and picture technique* had some problems to be solved. The problems included finding some appropriate pictures, dealing with some reluctant learners, taking individual assessment, and organizing the time. Talking about appropriate pictures, the writer found that in one session, students could not come up with ideas because the pictures showed unclear sequence. Students got more understanding

when they were given pictures from a course book because it has been created very carefully based on the level of the students.

Next, during the research the writer found that some students were reluctant to write because their ability in English was also low. They couldn't find appropriate vocabulary that represented the pictures, as well as constructing words into sentences. According to the interview, some students didn't like reading and many of them didn't read English textbooks. The lack of vocabulary led the students to writing difficulty.

Assessments of all skills were done during the process of SWAG, however it was a little bit hard to assess all students in one session especially for their speaking ability since there were too many students in one class. So, the teacher only took the writing assessment from the paragraphs. Each student was asked to write their name on each paragraph of the text although the paragraph was probably helped by other member. However, the main aim of this activity was to increase students' motivation to write, so the important thing was they were encouraged to write first.

The last was about the time organization. Since the students had various kinds of level of ability in English, each of them had different length of time to finish the paragraph. The fast learners could finish faster than the slower ones, so they had to wait longer. At the beginning, the class began very crowded because the fast learners just waited for the slower ones finish the task, and they just had a chat with others. It was supported by Harmer (2009) that writing takes longer than conversation as there is usually time for discussion with individual students or students working in pairs or groups to complete the a writing task. To solve the problem, the teacher tried to encourage the fast learners to help the slower ones because they have to cooperate each other as it was stated in the elements of cooperative learning method by Olsen & Kagan (Kessler, 1992) which includes *Positive Interdependence* and *Accountability*. By encouraging the students to help each other, the students could finish the task faster although some groups still couldn't follow the teacher's instruction until the end of this research. However, the writer believed that by giving them more interesting activities to increase their motivation to write, it will build the writing habit in the future.

Conclusion and Suggestion

Of the research done, it can be concluded that using *SWAG* in *picture and picture* technique of cooperative learning can be used as an activity to be applied in language class. Moreover, students are encouraged to write and build their writing habit as long as the teacher gives them interesting and enjoyable activities and media as well. Therefore, the teacher's roles are very important in motivating students to write. As stated by Harmer (2009) that although the teacher needs to deploy some or all of the usual roles when students are asked to write, the ones that are especially important are they can become **a motivator, a resource, and a feedback provider**.

Motivator means that the teacher has to motivate and encourage students to make as much effort as possible for maximum benefit. A teacher as a resource also has to be ready to supply more information and language when necessary and give students advice and suggestions. As a feedback provider, a teacher also has to be alert on the students' works to be corrected. However, before correcting, a teacher should know what to focus on, whether the students are only asked for their ideas to write or they are 'shaped' to be a skillful writer.

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THE INTERFERENCE OF INDONESIAN TRANSFERRED INTO ENGLISH IN THE ABSTRACTS OF UNNES JOURNAL

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Abstract

The phenomenon of interference happens in the bilingualism of people as a tendency of knowing the source language more than the target language, including Indonesian people. Indonesian commonly used in society as a medium of delivering communication in both formal and informal context, as a result, the Indonesian comprehension of Indonesian people is better than English. It sometimes causes a problem in their communication using English as a medium, for Indonesian and English have same sentence structures which are S-V-O. However, there are also some distinguished features in the use of grammar which may cause language interference in writing and speaking. The focus of this study is to describe kinds of interference occur in the abstracts of three UNNES journal articles. The case study is employed to get in depth analysis of the data. Moreover, questionnaire is also given to the authors to know their linguistic background. The results of the study show that there are some interference occur in the authors' abstracts writing, such as the use of number, article, etc., the use of L2 in author's daily life affects towards their English performance in writing, including the occurrence of interference. By having such findings, the writer hopes for the betterment of teaching ESP in UNNES in relation to the journal article writing.

Keywords: Bilingualism, Language Interference

Introduction

Language interference is a common phenomenon occurs in Indonesian society. It is because many formal activities done using Indonesian. For example, in a government scope, all administrative activities are mostly done using formal language which is Indonesian. However, what is happening in today's era is that people do not only use Indonesian or their mother tongue language as means of communication to others. They also use English as a medium to communicate with other since today's trends emphasize them to use English to do many things, for instance, doing online transaction, having a business with people coming from foreign country, etc. Thus, the need of mastering English is important to Indonesian people in order to do their daily routines which sometimes require them to use English. In addition to this, some people who work as lecturers or researchers must know well how English mastery affects their daily routine because one of their duties is to conduct research for the betterment of human beings and being presented or shared to others in the form of International seminar. What is important here is that the way they write their research abstract using good English structure to make readers easy to understand what the researchers want to say, but sometimes Indonesian abstracts which is written in English have some language interference in which the culture of the source language which is brought to the writing of the target language. This can be a problem because according to Swan and Smith (2001), Malay/ Indonesian word order is similar to that of English; subject-verb-object. In casual

speech, however, the subject may be dropped and the word order reserved. This may be reflected in people's mistakes in English.

When an individual's understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference, when the understanding of one language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. Language interference is the effect of language learners' first language on their production of the language they are learning. It means that the speaker's first language influences his/her second or and his/her foreign language.

The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

Regarding the aforementioned background, the writer has an idea of conducting an analysis of the interference of Indonesian transferred into English in the abstracts of UNNES Journal. The reason why the writer chooses UNNES journal is because UNNES is about to be a world-class university, so the writer is interested in knowing how well the language used in the abstract writing of journal article published by UNNES as its preparation to the world-class university. The research objective of this study is to describe kind of Indonesian English interference found in the abstracts of UNNES journal. Moreover, dealing with the significance, this study is expected to give feedback to UNNES researchers who will write their abstract of journal article in order to make it clear by minimizing any negative transfers caused by language interference. In addition, teaching ESP is also considered as a matter to be given the feedback because other departments except English department also get an English course arranged based on their need. Moreover, this study can be used as a reference for the other researchers who want to conduct researches about language interference Indonesian English.

Literature Review

Some studies related to the Indonesian English or English Indonesian interference have been conducted by many researchers. Here, the writer presents some. Supriyanto (2013) conducted a study entitled "Grammatical Interference from English into Indonesian Language Made by English Native Speaker in Salatiga." This research was carried out the syntactic interference from English to Indonesian language made by English native speakers in Salatiga. The conclusion of this study is that the native English speakers have a tendency to use the base form to show the verb in Indonesian sentence. Another study comes from Triastuti (2011) who conducted a study entitled "Cross-linguistic Influence on English Writtern Production". Her study was aimed at investigating the influence of Indonesian language system (source language) against students writing in English (target language) in form of word choice and sentence arrangement. The conclusion of this study shows there is a difference between the reflection of Indonesian language system as the source language in English as the target language which causes problem for students writing. In addition, Susanty (2009) conducted a study entitled "*Interferensi Gramatikal Bahasa Indonesia terhadap Bahasa Inggris pada Karangan Mahasiswa Semester Pendek Program Studi Pendidikan Bahasa Inggris Universitas Sarjanawiyata Tamansiswa Yogyakarta Tahun Akademik 2006/2007.*" This study was aimed at describing kinds of morphological, syntactic, and

factors affect towards the interference of Indonesian into English. After conducting a data gathering and analysis using *intralingual error analysis* from the students writing and interview, the writer found that morphological interference was found in the process of affixation and composition. The process of affixation covers affixes an inflected form of concordance on pronouns, verbs and nouns elements center, and also affixes derivatives that occur in the process of derivation of nouns, verbs, adverbs and adjectives. The process of composition occurs in the formation of words compound since the merger of two morpheme basic form of the noun. Second, interference of syntactic constructions found in the phrase, clause, and sentence. Interference construction of phrases related to the use of prepositions, genitive form, article, and particles. At the level of the clause, the resulting interference related with the use copula verb to be, relative pronouns, and the gerund form. On level sentence, variation of interference is associated with the passive voice, modus interrogative, perfective aspect, modality, and conjunctions. Interference of morphosyntax occurs because there is interference in the construction of morphology and syntax. Third, the factors that cause interference form linguistic and nonlinguistic factors. Linguistic factors include understanding structure, mastery of vocabulary, and the influence of the first language. Nonlinguistic factors cover learners and lecturers, the environment, facilities and infrastructure. Lack of motivation learners to improve their English, especially in writing skills, teaching methods applied by the lecturer, environment which is not conducive, and infrastructure are lacking support learning writing also cause interference.

Bilingualism

Bilingualism term originally is introduced by Bloomfield at the beginning of the 20th century. "Bilingualism is a phenomenon of the mastery of two languages as what native speakers acquire" (Bloomfield in Mustakim, 1994, p. 10). In addition, "bilingualism is defined as the knowledge of two languages (knowledge of two language)" (Haugen in Suwito, 1988, p. 49). Bilingualism is the use of two languages by someone speakers in interaction with others in turn. This suggests that in order to be able to use two languages, of course, one must master two languages, namely BI and B2.

Nababan, et al, found bilingualism is the ability to use two or more languages and language use it interchangeably (1993, p. 7). A bilingual can switch from one language to another. For instance, someone is using a language but an element that is used is a structure or element of language B or vice versa, such incident is referred to as interference. "Interference can be regarded as rioting when ability and habit of a person in the primary language (the source language) influence over its use of a second language (the target language)" (Nababan, 1993, p. 32). "Bilingualism is always evolving bilingualism tends to expand because it is relative terms (relative)" (Suwito, 1988, p. 48). Rarely do people actually can use two languages equally well. Further definitions proposed by Nababan bilingualism that one area or community where two languages are called bilingual regions or communities. People who use two languages is called bilingual (1993, p. 27).

From some language expert opinion on the above, we can conclude that bilingualism is the use of two languages alternately, either orally or in writing by an individual or group of people. Bilingualism can occur if there are two or more languages in the community. Things like this are also in our country, in addition to Indonesian are also regional languages.

Interference

Weinreich in 1953 formulated interference to clarify the systemic change in language because of contiguity between that language and the other language that are made by bilingual speaker (Chaer and Agustina, 2004, p. 120). Then, more than a decade ago, Fishman in 1971 decried the extensive and arbitrary employment of the term *interference* by many linguists in reference to any number of bilingual phenomena. (Poplack, 1983, p. 11)

“Instead of making the usual field work assumption that the underlying structures of the varieties encountered in bilingual speech communities were unknown, linguists have usually assumed that they were known, but basically nothing more than X Interfering with Y and vice versa. As a result they frequently failed to familiarize themselves with the communities and speakers from which they obtained their corpora of speech.”

Factors Cause Interference

According Weinreich (1970) causes of interference are as follows: (1) The bilingualism of the participants said, (2) the thinness of fidelity speakers receiver, (3) insufficient vocabulary recipient in the face of progress and reform, (4) the disappearance of words that are rarely used and (5) the need for synonyms.

Interference is a general problem that occurs in bilingualism. There are many factors that contribute interference (Weinreich, 1970, pp. 64-65):

First, speaker's bilingualism background. Bilingualism is the major factor of interference as the speaker is influenced by both of the source and the target language. Indonesian student who is Javanese and is studying good Bahasa tends to put his Javanese language into Indonesia. For example, ‘Andi, apakah kamu bisa mengerjakan soal matematika ini?’ tanya guru. Then Andi answered, “Tidak bisa, Bu Guru, lha wong itu angel.” The impression of ‘Lha Wong’ is usual in Javanese cultural insight. The word ‘angel’ means difficult in Bahasa, the student should reply his teacher with “Tidak bisa, Bu Guru, soalnya sulit”. Regarding this condition, the student is a second grade of elementary school.

Second, disloyalty to target language. Disloyalty to target language will cause negative attitude. This will lead to disobedience to target language structure and further force the bilingualist to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written. Students whose language background of TL is limited tend to put words in sentences or oral in structure and sense of first language. For example, the occurrence found in Facebook status made by an Indonesian, “So I must spirit.” While the correct sentence is “I must keep my spirit.”

Fifth, prestige and style. Applying unfamiliar words (foreign words) during a communication practice which dominant words are languages of both speaker and receiver is something else. Those unfamiliar words usage is aimed to get a pride. Interference will appear as there are certain words even though the receiver probably cannot catch the real idea of the speech. The usual unfamiliar words usage will become a style of the user. Unfortunately, the user sometimes does not understand the real meaning whether the meaning is denotative or connotative. The common feature is that many language users put derivational affix *-ization* in every word. To note, affix *-ization* is an adopting and borrowing process from English to state nouns.

Syntactic interference

Interference occurs when the syntactic structure of a language is absorbed by the other language (Suwito, 1983, p. 56). Interference can be seen in the use of syntactic

fragments of words, phrases and clauses in sentences (Chaer and Agustina, 2004, p. 124). For example, English and Indonesian phrases.

English	Indonesian
Santika Hotel	Hotel Santika
Salatiga Kota	Kota Salatiga

The other example can be seen in the sentences, *Dina reads the poetry with beautiful*. In English this sentence does not exist, because the right form is *Dina reads the poetry beautifully*. From this case, the interference can be proved, cause the sentence “*Dina reads the poetry with beautiful*” is the translation from the sentence “*Dina membaca puisi dengan indah*”

Morphological interference

According to Suwito (1983, p. 55) morphological interference occurs if the formation of word in a language absorbs the affixes from other languages. The affix of a language used to spell a word in another language, while affixes consist of prefix, suffix, inserts, as well as combinations of affixes, for examples, morphological interference from Javanese into Indonesian language. In words *ketrabak/ kebawa* and *kebagusan/ keasinan*

Javanese	Indonesian	English
Ke -tabrak	Tertabrak	accidentally crashed into
Ke -bawa	Terbawa	taken along (accidentally)
Ke -asin- an	Terlalu asin	saltiness
Ke -bagus- an	Terlalu bagus	too good

Method

This study is an evaluative case study.. According to Nunan (1992), evaluative case study is an investigation conducted with purpose to evaluate policies or practices occur in society. In this context of study, the writer would like to give feedback to the practices of teaching ESP for UNNES students in order to give students correct way to write an abstract of journal article so that there will be no negative transfer caused by language interference. Moreover, the data will be presented qualitatively.

To get the data the writer uses random sampling. It is done to get data from various types of journal article from UNNES journal developer without choosing any specific journal to analyze except the English department journal, so it is kind of primary data. After doing randomization in the selection, the writer chose three journals to analyze. The reasons are related to the time constraints to do analysis and easy access to the journal authors. In addition, in order to get a comprehensive data, the writer also gives online questionnaire to the journal article’s author via email attached. The aim is to give supporting information about the authors’ background and factors cause language interference.

Discussion

This part presents the results of data analysis which are derived from the content analysis of the abstracts of three journal article and questionnaires given to the author. Below are data being analyzed by involving some points used to indicate the occurrence of the interference:

Data (1): The research is focused to find the model of development of metacognitive based learning through research and development (R&D) type research.

The above sentence applied wrong use of preposition. The correct one is “The research is focused on find the model of development of metacognitive based learning through research and development (R&D) type research”.

Data (2): The results showed an essential component in achieving successful management of metacognitive based history learning in high school education which the curriculum as a core competency analysis and basic competencies, lesson plan development, and the development of assessment tools

The use of relative pronoun on the above sentence is incorrect. The correct one is “in which” because the use of “in which” is to introduce a relative clause after a noun that refers to a things or to a time.

Data (3): Metacognitive based history learning instructional tools that are developed in senior high school level has been carried out.

According to Swan and Smith (2001), Indonesian nouns are not inflected for number. They can be made plural by reduplication (kucing-kucing=*cats*), though this does not happen after numerals.

Seeing the above sentence, the underlined word refers to the plural thing which is “tools”, so the correct form of the above sentence is “Metacognitive based history learning instructional tools that are developed in senior high school level have been carried out.”

Data (4): There was also a process of strengthening and broadening of the supporting groups of the movement.

The above point is about number expression. There are two points explained, but the finite used only represents only an object. Therefore the correct form is “There were also a process of strengthening and broadening of the supporting groups of the movement”.

Data (5): In line with this process, new environmental issues were also raised and pollution was a case in point here.

Topicalization structures are also found. According to Swan and Smith (2001), the tendency of placing certain constituents at the beginning of sentences are frequently found in Indonesian speakers of English.

Data (6): Development model of metacognitive based learning at high school education have main characteristic of the inclusion of explicit metacognitive learning goals

The use of definite article also plays an important role in writing. It is proven by the above sentence by looking at the missing definite article “the”. It is supposed to be placed before the word “development” because the definite article is used before singular and plural nouns when the noun is specific or particular, and it is used to indicate that word has ever been mentioned before.

The occurrence of the use of number is also found. It is about the wrong use of the singular number identity. The correct one is supposed to be “The development model of metacognitive based learning at high school education has main characteristic of the inclusion of explicit metacognitive learning goals”

In order to strengthen the data analysis, the writer also provides the result of questionnaire given to the authors of the journal article via email to know their language background and factors affect towards the occurrence of interference in their abstracts of journal article. The results are as follows:

First, the dominant thing which causes the interference comes from the use of L2 in authors’ daily life. From the questionnaire, the writer finds that they mostly use Indonesian or L2 for their daily communication. Moreover, the language used during the courses they are learning is also Indonesian, instead of English, including language used for doing their homework. As a result, their comprehension in Indonesian is better than English. Second, the writer tries to know the perspective of the authors about English. Two of them consider English as a difficult subject matter. Its difficulties come from

grammar and also vocabulary attainment. Moreover, in doing writing, they need to master both aspects. Sometimes, they get worried of those aspects in doing writing because they are unfamiliar with writing in English. Third, the results of questionnaires have shown that students have a good motivation in which they believe that writing will improve their skills and knowledge in the language. Therefore, interference events will further spur and encourage them to more a lot of practicing and learning more skills, especially in writing.

Conclusion and Suggestions

The aim of this interference analysis is to describe kind of interference found in the abstracts of UNNES journal article. Based on the results of study, the following conclusions are presented:

1. There are some interferences occur in the authors' abstracts writing. Those are the use of number, article, topicalization structure, relative pronoun, and preposition.
2. The use of L2 in author's daily life affects towards their English performance in writing, including the occurrence of interference.

Based on the above conclusions, the writer hopes for the betterment of teaching ESP in UNNES in relation to the journal article writing as one of requirements for graduation. Moreover, good journal article will help UNNES to achieve the world class university status because journal article is one of the products which will be beneficial and references for readers out of UNNES.

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A NON-CLASSROOM ENGLISH PROGRAM FOR YOUNG LEARNERS: A CASE STUDY

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Abstract

The research was carried out to find out the effectiveness of a non-classroom English program for young learners to improve their English competence, particularly speaking skill. The format of the program addresses the need to increase the minimal English competence of Indonesian students. It was done in a non-classroom setting in which the participants voluntarily gathered every Saturday afternoon to learn the language through interactive activities. The data were collected from 10 elementary school students, 8 females and 2 males, ranging from 8 to 10 years old. The data included interview and observation to analyze how the program influences their communicative competence. The findings revealed that the types of activities were successful to boost the participants' confidence to use English, to enhance their interest to learn the language, and to encourage them to be more active and enthusiastic in using the target language.

Keywords: English learning in Indonesia, Non-classroom setting, English for young learners

Introduction

The achievement of learning English in Indonesia is very minimum (Dardjowidjojo, 2000 as in Kirkpatrick, 2010). English has been the first foreign language learned in schools. Most students have begun learning it since they were in elementary school and they keep learning the subject up to the university level. The outcome of learning English, however, is not satisfying. Despite the fact that most students have started learning the language since their middle schools, the method focuses on memorizing English's complex and complicated grammatical rules which are considered hard for many Indonesians and is likely to ignore the importance of communicative competence (Wallach, 2003). They lack activities involving communicative activities and stress only on learning the language and not using it. The quality of schooling in the country therefore is not high (Granado, et al., 2007). In Indonesia, English is just taught as a school subject together with many other subjects (Kirkpatrick, 2010). The time allocated for English learning in Indonesia is limited in which students only have two to three class periods each week lasting about one and a half hours. Unfortunately, the issue on length of time is not negotiable since English is not the only subject they have to learn. Despite the growth of ELT programs, they are not effective to achieve the learning objectives (Kaplan & Baldauf, 2003).

The need to improve the quality of English learning in the country is essential. One of the effective ways is through learning the language outside the school hours and setting. Andrews and Stern found that an optional program held in a non-academic setting dramatically improved both students' achievement and confidence (Andrew & Stern, 1992). Students mostly learn the language in schools and do the assignments simply because they have to do it and not because they really want to. Students do the school tasks to keep away from undesirable penalty like bad scores (Pugh & Bergin, 2005). Education ideally is not merely about getting the knowledge but also about using it in real

life experiences. Dewey as in Pugh & Bergin believed that learning should have direct influence on daily experiences (Pugh & Bergin, 2005). Students who do well in school may not be successful in performing their knowledge in their environments (Spaulding & Gentile, 1990).

Feeling successful in learning English should begin when students start learning at an early age. In dealing with young learners, it is important to provide opportunities for them to experience working with real objects and experience real communication when learning a language. Children are in the concrete-operational stage in which a child ranging from seven to eleven starts to develop his logical thinking, breaking up the self from the environment (Nunan, 2011). Children have bigger motivation to learn when the learning has direct connection with their daily life (Mannigel as in Ongan and Emily, 2005). The language learning therefore should expose the learners to experience using it instead of only remembering the rules. Like in Indonesia, many teachers in Bangladesh, Turkey, India and Hungary use traditional formal grammar-focused approaches despite the fact that official curricula are promoting more communicative, activity-oriented approaches suitable for young learners (Enever and Moon, 2009).

The objective of the study is to find out the effectiveness of learning English in a non-school setting to boost the learners' English competence. In addition, it aims to see how the program is able to improve their interest and confidence in learning and using the target language. By willingly participating in the program, it is hoped that they are more exposed to use the language through many collaborative activities. Eventually, the voluntary participation will improve their motivation to learn.

Method

Participants

The non-classroom English program for young learners is a voluntary program. It was held in a housing complex, *Perumahan Kaliurang Graha Yasa* in Plosokuning, Minomartani, about ten kilometers from the centre of Yogyakarta, Indonesia. Many of the participants were children living in surrounding area. The target group are elementary school students around Plosokuning. At times, the students were in grades 3, 5, and 6; other times only grade 2 and 4. Now the program has approximately 15-30 participants ranging from grades 1, 3, and 5. Most students come from middle to lower-income families. Some of their parents are street vendors, some are housemaids, and only a few of them are civil servants. The program is held after their school hours at around three in the afternoon.

Why and How?

The voluntary program was offered based on the observations as well as the fact that most Indonesian students have low English competency particularly in communicative skill. One of the common challenges is that almost all of the participants considered themselves as poor English speakers and therefore they prefer to avoid any activities involving communicating in the target language. Surprisingly, those who experience anxiety in speaking English are not only young learners, but also adults who have learned the language for many years as witnessed by the researcher who has taught at several colleges in Yogyakarta, Indonesia. To make it worse, Indonesian students tend to be reluctant to ask their teachers questions in formal classrooms when facing problems in learning English. This classroom behavior is interpreted as a result of treating the learners as passive participants and as a result of giving them minimum opportunities to practice using the language.

Data collection and Analysis

The researcher used a case study analysis to guide the data collection and analysis. The data included interviews and observation. The researcher observed the program. Each meeting lasted about one to two hours. The interviews were conducted on March 12 and 19, 2015. Six questions were asked to collect information on how and why the program was able to improve their communicative competence. They are: 1) Do you like participating in the non – classroom English program? 2) Why do you want to enroll in the program? 3) Do you have more communicative activities in the program? If yes, what activities do you like to have? 4) Which one do you prefer, studying English in school or in the non-classroom program? 5) Do you have more opportunities to speak English in the program?, and 6) Do you feel more confident to speak in English?.

Besides interviewing the participants to obtain the data, the researcher also conducted an observation to focus on how the activities in the program are beneficial in improving the young learners' English speaking skill. The study emphasizes on getting the data whether or not the program provides experiences to use the language, what kinds of activities involve communicating in the target language, how the activities help improve their communicative skills, what they think about working in groups, whether or not they are happy in that program when they speak English, and how the program boosts their confidence to speak in the target language.

Findings and Discussion

The first finding concerns with the interview in which ten participants have to answer six questions about how and why they enrolled in the program and how the program benefited their communicative competence. The researcher classifies the answers into facts, opinions, and unexpected insights.

1. Facts: 80% of them like participating in the program. This was supported by the fact that they liked to arrive earlier before the class began. Some even arrived an hour earlier before it started. 20% of them participate in the program because they were encouraged by their parents. They think that they have more interactive activities like role playing, tea party with various topics like animals, vegetables, food, drink, etc. They are always happy and enthusiastic when doing those activities although they have to use English. Most of them like to learn English in this program as shown by the fact that they are happy when coming and they like to ask for more communicative activities. They are not treated as passive learners. Instead, they are always encouraged to be active during the learning process. They have more opportunities to speak in the target language because most of the activities use cooperative learning strategies which promote equal participation where no student dominates the learning activities. Most of the participants confidently use simple English expressions in asking for something, thanking somebody, or borrowing something even on the occasions when the teacher is not around.

2. Opinions: 60% of the learners participate in the program because they want to speak English well. They think that the program can help them achieve that goal. They think that they have more communicative activities in the program and that they are often put in groups which encourage them to actively speak during the learning activities. They are enthusiastic when doing role plays and some other cooperative learning activities like tea party, writing around, running dictation, etc. They prefer to participate in the program for some reasons. First, it is done in a non-classroom setting which makes them more comfortable to learn. Second, they can always ask both their friends and teacher

whenever they have problems understanding the lesson. They do not feel like they are learning English because the activities are fun and they require few writing exercises. They think that they are playing games in English which results in their willingness to speak in the target language.

3. Unexpected Insight

Despite the fact that many of them enrolled in the program because they wanted to be able to speak English, some others simply had no idea about liking or disliking the subject. Twenty percent (20%) of them participated simply because they followed their friends. They basically expressed no specific reason of joining the program. It is surprising, however, that on one session when the activity was about learning the names of vegetables, most of them brought more real vegetables than required. The reason was because they wanted to speak more during the role playing activities as buyers and sellers.

In addition to the interview data, the observation is applied to maintain the data reliability. The program provides the participants with many interactive activities which require them to use English. Most of the activities involve cooperative learning strategies in which everyone actively participates. They were very enthusiastic when doing role play in buying and selling. During the role play, everyone got equal opportunity to speak English. They did not feel anxious about using the language although they worked with their friends who are older, younger, more proficient, or less proficient. They were not hesitant to communicate with a native speaker from Canada who pretended to be their vegetable buyer on one occasion. They no longer experienced foreign language anxiety as experienced in the earlier sessions of the program. They were happy and they often laughed during the learning process.

In addition to role playing, the participants also did some other cooperative learning activities like tea party in which they were required to talk with a partner about particular topics such as likes and dislikes. Although the speaking ability came as a result of drilling expressions, the participants increasingly became more confident in using English and they unconsciously used the language with their partners during the program. Besides using English during the learning activities, the young learners also had the opportunities to use it for real daily functions such as greeting, asking for something, thanking, borrowing something, etc. Since the teacher encouraged them to use simple English expressions, they gradually used the expressions even when the teacher was not around. They willingly used expression like “Can I borrow your pen?”, “Do you like Ipin Upin?”, “Can I have your candy, please?”, “Thank you”, or “You’re welcome” before or after the class.

In order to maximize the young learners’ involvement in the lesson, they were often put in groups in which they had to share roles, tasks, and responsibilities to succeed. The activities applied, therefore, used cooperative learning strategies so that everyone can really participate. When observed, they seemed to enjoy the group work activities supported by the fact that they did it enthusiastically. They often laughed, and they supported each other within the group. They also felt more comfortable to ask their peers in groups when dealing with problems. It means that they did not always have to ask their teacher as the only source of information. All in all, the observation showed positive results in the participants’ excitement to learn and their confidence in using English.

Conclusion

As expected, the non – classroom English program for young learners was successful to boost the learners’ communicative competence. Although most of the young

learners participating in the program experienced foreign language anxiety in the beginning, all of them progressively were able to improve their confidence in using the target language as a result of being exposed to communicative activities. It must be noted, however, that the interactive activities done in the program did not simply call for working in groups. Each participant had to get equal opportunity as the others to practice using the language. Besides creating environment where participants feel confident using English, the program also fostered meaningful interactions among the learners. They were, therefore, able to discuss their problems in understanding the lesson without being too dependent on the teacher. The activities were also helpful in creating excitement because learning becomes more effective when the learners are happy, enthusiastic, and motivated. They enabled the participants to fulfill their objective which is to be able to speak English. The interactive learning activities offered in a setting which created more relaxed situation eventually enabled them to increase their communicative competence.

Besides the positive results of the study, there are two things needed to be reviewed to improve further study by other researchers interested in similar topic. The first is that the success of using English may not truly result from the learners' ability to speak. Instead, it is simply an outcome of repetitive use of expressions applied in the program through many interactive activities. The habit of using some English expressions as observed in the study has made them comfortable to use English. The second was to look at the nature of interactive activities where the young learners view them as game-like. The students, as a result, prioritize more on how to do the activities where they focus on procedural problems, and not on the language.

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ENGLISH FOR INNA GARUDA HOTEL RECEPTIONISTS

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Abstract

Speaking is the most important in the hotel industry since hotel staff mostly use the language to communicate with the guests properly and politely. This paper aims to explore the needs of English for hotel receptionists in Inna Garuda Hotel, the approach used in the course, and the design of the course. The interview was used to obtain the information about learners' needs. The learners need English to communicate with foreign guests. However, the learners are lack of ability and confidence to speak English; therefore; it is necessary for them to learn English. Communicative Language Teaching (CLT) approach is applied within the course since the focus is on communication. Goals, objectives, and materials are designed to meet the target needs. The focus of learning activities is speaking, listening, and vocabulary.

Keywords: Hotel Receptionist, Materials Design, Communicative Language Teaching (CLT)

Introduction

Yogyakarta is one of the tourism destinations in Indonesia. Many types of tourists come from different countries and languages. They spend their time to have great holiday, study Indonesian language or culture and do some researches. Many will speak a different language other than Indonesian language. Therefore, in order to be able to communicate and serve with those different types of guests politely in English during their stays in Yogyakarta, they should learn English. Al-Khatib and Choi (2005) say that speaking English is the most important skill for hotel and tourism industry (as cited in Low and Pongsukvajchakul, 2014, p. 223). Moreover, they should understand guests' requests and serve them accordingly by using some words and expressions in the hotel industry properly.

Inna Garuda Yogyakarta hotel is one the four-star hotels which is also recognized as one of the heritage hotels in Yogyakarta. It is located in a strategic place in the heart of Jogja near Malioboro; one of the most famous tourism places in Yogyakarta or the shopper's paradise of Malioboro Street. Certainly, many tourists including foreigners stay there. Thus, the hotel staffs there have to be able to communicate with the foreigners using English. Hotel staff means a group people who work in the hotel. It consists of front office, public relation, accounting, food and beverages, housekeeping, security and engineering, guest relation officer, secretary, sales and marketing, Human Resources Development (HRD), store or inventory, and managerial office. In this case, we focus on one of hotel staffs, receptionist. Since, their jobs are in the first point of contact for guests in a hotel, first impression or bad impression can be made here. Moreover, since Inna Garuda Yogyakarta hotel is one the four-star hotels which is also recognized as one of the heritage hotels in Yogyakarta, communicate perfectly is needed in order to leave a good impression, ensure quality and needed performance standards. Therefore, the main goal of learning English for hotel receptionist is that at the end of the meetings, the learners are able to communicate with foreign guests confidently and properly.

The use of English for receptionists is different from General English because of its specific context. This program belongs to English for Specific Purposes (ESP) because of the different needs of the language use. What distinguishes ESP from General English is not the existence of a need as such, but rather an awareness of the need (Hutchinson and Waters, 1994, p. 55). One of the criteria of ESP is normally goal directed, which means the students learn English not because they are interested in the English language, but because they need English for study or work purposes (Robinson, 1991, p. 2). We focus the participants merely on receptionists since they mostly interact with the guests. Receptionists are important because they are the first who welcome and impress the guests. Therefore, they need to be able to speak English for the demands of their work.

Another criterion of ESP is based on a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English (Robinson, 1991, p. 3). Hence, before starting the course, we conducted a need analysis. Need analysis refers to the activities involved in gathering information that will serve as the basic for developing a curriculum that will meet the learning needs of a particular group of students (Brown, 1995, p. 35). The need analysis, which is done through interview, gave us information that the receptionists of Inna Garuda Hotel Yogyakarta are still lack of ability and confidence to speak English. Consequently, it is a must for them to learn English.

Considering those facts, we decided to design an English course for receptionists of Inna Garuda Hotel Yogyakarta. This paper aims to describe the needs of hotel receptionists to learn English, the approach used in the course, and the designs of the course. The design will cover the process, learner and teacher's role, materials and activities, description of the course, and the assessment.

Research Method

To do this mini research, we followed the steps of Research and Development which are proposed by Borg and Gall (1983, p. 772). There are ten steps, but we employ four steps only, namely research and information collecting, planning, preliminary product form development, and main product revision. We did a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English (Robinson, 1991, p. 3). This mini research is conducted in Inna Garuda Hotel Yogyakarta in March until May 2016 with eleven (11) receptionists as the participants.

Findings and Discussion

The Needs of Learning English for Hotel Receptionist

English for hotel receptionist belongs to English for Occupational Purposes (EOP), which is the branch of English for Specific Purposes (ESP). The receptionist will learn English as specific purposes. ESP is English language teaching that is designed to meet specified needs of the learner (Dudley-Evans, 2001). ESP emphasizes on the needs of professional and employment-oriented learners. In the case of ESP for the hospitality industry, the learning outcomes of such courses are not only affected by the coordination of teaching and learning, but also by the demands of the industry on the English competencies of employees (Man & Xi, 2012). It means that the use of English is for communicating in specific situations in which hotel situations. The learner has a specific reason and goal for which English is going to be attained and learned. They have to perform a task in English in their professional work situation in which as hotel receptionist. Therefore, for instance, they will learn and get English vocabulary related to the hotel term.

In order to know how to learn English for hotel receptionist, we need to do a need analysis in order to identify and evaluate the needs of hotel receptionist group. The process of identifying needs helps to describe problems and ways of problem solving of the group. Needs analysis is commonly used in language teaching and training. It is often seen as the basis of ESP and leads to a focused course. Although there are various ways of interpreting needs, the concept of learner needs is often interpreted in two ways: 1) what the learner **wants** to do with the language and 2) what the learner **needs** to do to actually acquire the language (Dudley-Evans & St. John, 1998). In other term, Hutchinson and Waters (1987, p. 58) defines the characteristics of ESP; necessities, lacks and wants. The result can be seen in the table below.

Necessities	Lacks	Wants
Speaking English fluently, politely, and confidently.	Lack of confidence.	Being confident in speaking English.
Being familiar with the English word.	Lack of vocabulary.	Having a lot of vocabularies.
Pronouncing words correctly.	Could not pronounce English words correctly.	Pronouncing English words correctly.

The necessities column describes the type of the hotel receptionist needs which are influenced by the target situation. They have to do the points in the column above in order that they are able to use the language in the target situation. The lacks column tells the gap between the target proficiency and the learners' current or existing proficiency of the language. The wants column explains the learners' needs from their own point of view. It is important since it can help the course designer to seek the possible and suitable topics for the course.

After finding and seeking the data on hotel receptionist staff's, lacks, necessities, and wants as it can be seen in the table above, it can be implied that they really need the program and material design which can overcome the hotel receptionists' problem in learning English. While, the result of a target situation framework in designing a course which the framework is proposed by Hutchinson and Waters (1987, p. 59).

1. Why is the language needed?

The first point aims to find out the purpose of the program and materials. As course designers, they has to know the reason why the learners need the target language, whether it is for studying, working, training, or for other purposes. In this case, the language is needed for working. The learners need it for communication with the foreign guests.

2. How will the language be used?

After finding out the reason of language needs, course designers seek out how the learners use the language. They should know whether the learners use the language for speaking, reading, listening, or writing in formal or informal situation in which for face to face interaction or telephoning. In this case, they use the language for speaking in formal situation in which both for face to face and telephoning.

3. What will the content areas be?

After identifying how the language will be used, they should find out the content areas of the learning, such as about engineering, biology, medical, business, tourism, or other areas. In this case, the content areas be about business and tourism.

4. Whom will the learner use the language with?

Course designers also should know whom the learner will use the language with whether they will use it to adult or children, native or non-native speakers, or they will use it to communicate with their friends, teachers, participants, customers, tourists, colleagues, or for others. In this case, the learners will use the language to communicate with foreign guests.

5. Where will the language be used?

Course designers also need to consider the physical setting of the learners. The physical setting is about where the learners will use the language. They will use it whether in the classroom, seminar, office, conference, workshop, hotel, tourism object, or for others. The observation of human context is also needed to know whether the learners will use the language in meetings or demonstrations. In this case, they will use the language in hotel.

6. When will the language be used?

The last framework is about when the learners use the language whether they will use it frequently or rarely, in small or in large amounts. In this case, the language will be used frequently in small amounts.

Based on the result of the need analysis and target situation, we decided to design a special program for them which is based on their level of English proficiency. The program focuses on the speaking as their working goal oriented which is communicating with the foreign guests. In addition, since they are working in the hotel industry, hotel receptionist should learn not only the language (vocabulary, grammar, pronunciation) but also the culture of the language. Brown (1994, p. 165) describes the relation between language and culture as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture' (as cited in Choudhury, 2014, p. 3). In other words, language and culture are inseparable. They are closely connected that they cannot be considered separately. Moreover, the important of learning the culture of the language is to avoid cultural misunderstandings, for instance, the sociocultural of the language; the expression used should avoid asking some personal information (marriage, political status, age, etc.). Therefore, it is important to give them knowledge how to speak English politely to the guests.

In order that the materials design can be understood effectively and easily, we decided to adopt Communicative Language Teaching (CLT) approach. CLT emphasizes its principles on the productive skill and its main purpose is developing learners' communicative competence. Thus, it is suitable for the goal of the program in which they will learn mostly about how to speak English confidently and properly.

Communicative Language Teaching Approach

The need of English as a media of communication is crucial for hotel staffs of Inna Garuda Yogyakarta for its great number of foreign guests coming to stay. Able to communicate in English would be one of the demands they should have, especially for those who interact directly with the foreign guests. Among them, receptionists are considered to be the most prominent position as they are the first who deal with the foreign guests. Therefore, they have to learn English to support their ability in communicating with the foreign guests.

Beginning with the background mentioned above, the need to learn English as a means of communication leads to the use of effective approach so that the goal of learning can be achieved. In order to fulfill such kind of need, Communicative Language Teaching (CLT) can be applied during the process of learning. Richards and Rodgers

(2001) have mentioned that CLT in language teaching starts from a theory of language as communication. The goal of language teaching itself is to develop communicative competence. Furthermore, Widdowson (1978) said that CLT focuses on the communicative acts underlying the ability to use language for different purposes. Briefly, it can be inferred that CLT focuses the language teaching on communicative proficiency rather than on mere mastery of structures.

In designing the course, we firstly conduct need assessment to know the real context and to find out the information about learners' needs. Hutchinson and Waters (1987) argued that learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. As English for hotel staff, in this case receptionist, belongs to English for Specific Purposes (ESP), therefore knowing about the real context and their particular needs are important to determine what kind of material that will be taught, how it will be taught and how it is evaluated (Graves, 2000).

Considering the result of needs assessment which reveals that receptionists in Inna Garuda Hotel are still lack of speaking English ability in which they are demanded to be fluent, therefore we decide to employ CLT as the guidance in designing the course. CLT itself is deemed to be the most appropriate approach to adopt as it focuses the learning in communicative purposes. Richards and Rodgers (2001) mentioned that CLT views language as a system for the expression of meaning that aims to allow interaction and communication. The structure of language reflects its functional and communicative uses. Hence, these characteristics of CLT have underlain us in adopting this approach.

In terms of learning and teaching activities, it is important to design the types of activities and exercises which demand the learners to practice their speaking skill as the goal of the course is to make the learners able to speak English fluently. In this case, Richards and Rodgers (2001) emphasize that CLT provides various types of activities and exercises that enable the learners to attain the communicative purposes, engage them in communication and require the use of such communicative processes as information sharing, negotiation of meaning and interaction.

As the context is hotel conversation, therefore it is a must for us to design the course which enables the learners to experience the similar situation in which they are working in. Littlewood (1981) had distinguished two major types of activities in CLT, functional communication activities and social interaction activities. In relation with our course, we mostly focus on the second type which is social interaction activities as it includes conversation, dialogues and role plays, simulations, and improvisations. These types of activities are counted to be done within the course as they enhance the learners to practice their English speaking skill in the target context.

The emphasis in CLT on the processes of communication rather than mastery of language forms leads to different role for learners, teachers and materials. Breen and Candlin (1980) describe the role of learners as negotiator in which they will negotiate with themselves and other learners within the classroom activities. In other words, the learning is focused on the learners as they are demanded to be involved directly and taking apart during the learning process through practices. Moreover the teacher's role is to facilitate the communication process between all participants in the classroom and between the participants and the various activities and texts. It can be inferred that teacher here is seen as assistance where he or she will guide the learners to learn. In terms of material, its role is to promote communicative language use, meaning that material here is used as the object to learn the language.

In relation with the course that we design, we employ task-based materials of CLT as it is prepared to support CLT classes in which the goal is to use the language in

communication (Richards and Rodgers, 2001). The activity of task-based is typically in the form of role plays where the learners are given a particular situation and they have to practice, or in other words simulations. By doing so, it leads to the pair-communication practice and also student-interaction practice which will give the learners such kind of experience in using the language in the target context (English in hotel conversation).

Program Design

The target group of English for Hotel Staffs is the receptionists of Inna Garuda Hotel Yogyakarta. Inna Garuda Hotel is a four-star hotel and located in a strategic place near Malioboro; therefore, not few of foreign tourists come there to stay. Consequently, it is necessary for the hotel staffs there; specifically the receptionists; to be able to communicate with the foreign tourists by using English. Therefore, this program is intended to improve their English; precisely; their speaking ability in order to be able to communicate with the foreign guests.

The process starts with analyzing the needs of the students. Essentially, needs assessment is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs (Graves, 2000, p. 98). The needs assessment was done by interviewing the head of Human Resources Department and the Chief of Receptionist of Inna Garuda Hotel. The interview gave clear overview of their needs of learning English and the context as well. They admit that some of the receptionists are needed to improve their speaking ability. Besides, they are also lack of confidence to speak English. The information from the interview are used to do the next processes, which are articulating beliefs, conceptualizing content, and formulating goals and objectives.

The goal of this program is to improve learners' speaking ability; specifically hotel conversation; in order to be able to communicate with the foreign guests. To support the speaking practice, the learners also practice the listening skills. Listening skill is needed because the learners have to be able to understand the utterances spoken by the foreign guests. Besides, speaking skill cannot be separated from listening skill in learning English since listening is the receptive skill and speaking is the productive skill. Fortunately, based on the interview, it is also possible to have listening practice since Inna Garuda can provide the facilities.

Breen and Candlin describe the learner's role and teacher's within Communicative Language Teaching. The learner's role is as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes (Richards and Rodgers, 2001, p. 166). Hence, the focus is the learners. The learners can reflect to their own progress and negotiate meaning with their friends and texts or conversations. Those processes help them to use the language expressions to communicate with the foreign guests. Meanwhile the teacher's role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The teacher also acts as an independent participant within the learning-teaching group (Richards and Rodgers, 2001, p. 167). In other words, the teacher functions as a facilitator in the class. The teacher facilitates the learners with materials, exposures, and activities which provides them chances to experience the language.

English for Specific Purpose (ESP) has a purpose, which is to enable the situation in which, the learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning (Hutchinson and Waters, 1994,

p. 12). Moreover, ESP is an approach to language teaching which aims to meet the needs of particular learners (Hutchinson and Waters, 1994, p. 21). Thus, the materials designed in this program must meet the target situation of the learners, which are hotel conversation, specifically the language used by receptionists. Since the language learnt in this program is used in the specific context, which is hotel conversation, the language is emphasized on the meaning. Therefore, the learners can use the language in the intended context. (Graves, 2000, p. 28).

Six units of materials are going to be developed in this program. The materials are greetings and thanking (one meeting), taking reservations (three meetings), describing hotel services and facilities (two meetings), offering helps and advice (two meetings), giving directions (two meetings), and handling complaints or problems (two meetings). The course will takes 16 meetings in which one meeting will be held in a week. Each meeting will takes 90 minutes. The rest of the meetings will be used for some reviews and final tests. The materials are going to be adapted from some resources, such as *Be My Guest: English for the Hotel Industry* written by Francis O'Hara (Cambridge University Press) and the previous textbook used by Inna Garuda Hotel Yogyakarta. The content of the textbook in each unit will be some conversations related to language use in hotel conversation, the introduction of the vocabularies and useful expressions, some exercises (completion gap, true false, listening, or matching), games, and role-plays.

The activities mostly are listening and speaking activities. The learners are given vocabulary exercises about some terms related to hotel as well. Generally, the learners will listen to a conversation and complete the missing parts. It helps the students to identify the use and pronunciation of the terms or expressions and vocabulary used in the conversation. A variety of games, role-plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching (Richards and Rodgers, 2001, p.169). In this program, the learners do a role-play to practice the use of the expressions based on the situations given.

The course will be held after work-hour, which is at 4-5.30 p.m. Consequently, it is necessary to warm-up their encouragement to study. Wright, Betteridge, and Buckby (2005) stated that language learning is very hard and efforts are required over a long period time. Games help teacher to create contexts in which language is useful and meaningful, therefore; they help and encourage students to sustain their interest and work. Ersoze (2000) agreed with their view and added that well-chosen games are valuable highly motivating, amusing, challenging and they encourage cooperation as they give students a break and at the same time allow students to practice language skills (Mahmoud and Ziyad, 2012, p. 15-16). Therefore, some games will be given to encourage the students' motivation, support the learning activities, and help the students to practice the language skills.

Assessment will be given in this program. There are two types of assessment, namely formative and summative assessment. Formative assessment takes place as the course is in progress and provides of how well students are doing, while summative assessment is done at the end of a course and provides information about the students' overall achievement as well as the oral effectiveness of the course (Graves, 2000, p. 208). The learners will do a review for the summative assessment. There will be three reviews and be done after every four meetings. Moreover, the review materials will be included in the textbook. Learners will do a final test as well to assess the whole materials. The final tests will be in the form of role-play.

Material Design

In designing materials, we did the second need assessment by examining their skills through direct observation. As the result, the English proficiency level of hotel receptionists is beginner. Therefore, we decided to provide the materials which is appropriate for their level. For instance, we limit the expressions only some which are commonly used in hotel conversation.

The materials are adapted from two existing materials; *Be My Guest: English for the Hotel Industry* written by Francis O'Hara (Cambridge University Press) and *Workbook Program Pelatihan Bahasa Inggris* which is designed by Kinathi English Course. Tomlison and Masuhara (2004, p. 11) say that materials adaptation involves changing existing materials so that they become more suitable for specific learners, teachers or situations. There are three main categories in term of quantity for materials adaptation: Plus (+) category, Minus (-) category, or Zero category (0) (p. 15). Thus, we use those three techniques to help us in producing the English textbook for Hotel Receptionist. We decided to replace, delete and add some materials or activities with one from other sources. For instance, we add the listening practice for the learners and decrease the number of expressions or vocabulary list in each unit.

We design the materials with interactive visuals through the use of illustration such as photos and functional illustration (e.g. graphically designed headings, icons, arrows, color backgrounds) to help the learners understand better and attract their attention. Moreover, it provides visual explanation for something that may be unfamiliar to the learner (Tomlinson & Masuhara, 2004, p. 34).

For the sequences of each unit is the same which consists of three parts, namely *Getting Started*, *Check This Out*, and *Act It Out*. In the *Getting Started*, the learners are given some sample dialogue or expressions and a record as the warming up activities. Firstly, they have to take a look at the pictures which represents the topic of the unit. Secondly, they have to listen a record consisting of conversations. The listening activity is followed by filling the blank in which the learners are asked to fill the missing expressions based on what they heard on the record. The aim of this section is to brainstorm the learner's knowledge about the topic and to prepare the learners for the main task. In the *Check This Out*, they are given vocabulary list and some common expressions in which some of vocabulary lists are provided with pictures. While, in *Act It Out*, it gives the learners lots of opportunities to produce and practice what they have learnt from the previous parts. The learners are asked to use the vocabulary and expression to practice speaking English both based on the illustration and real context. The aim is to measure how far they understand about the topic being learnt. As the closing, they are given a fun game which is related to the topic of each unit.

Conclusion

English for Hotel Receptionists is essential to develop since it is useful to communicate with foreign guests. Since the focus is for communication, the course applies Communicative Language Teaching (CLT) approach in which the learners function as negotiator while the teachers function as facilitator. The process starts with needs assessment to discover the target needs. The results of needs assessment are useful to define the goals, objectives, and materials. Those three aspects have to meet the target needs in order to make the course effective. The goal of this course is to improve the learners' speaking ability in order to be able to communicate with foreign guests. There are six units of materials developed, namely greetings and thanking, taking reservations, describing hotel services and facilities, offering help and advice, giving directions, and

handling complaints or problems. Each unit consists of three parts; *Getting Started*, *Check This Out* and *Act It Out*. The focus of the learning is speaking activities which are supported by listening and vocabulary activities.

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MONU – MONU AS A PROTOTYPE OF FUN ACTIVITIES TO TEACH VOCABULARY IN WRITING PROCEDURE TEXT

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Abstract

This research reported about the influence of MONU – MONU (Monopoly and Snake Ladders) for teaching vocabulary in *SMP Roudlotul Saidiyah* and *SMP Tugu Soeharto Semarang*. The objective of the research is to find out how MONU – MONU affect the seventh grade students' competence in writing procedure text. The researcher applied pre-experimental research, one group pretest- posttest design which contained 2 activities to collect the data. There were pre-test and post-test. In analyzing the data; it was found that there was positive effect of teaching vocabulary in writing procedure text through MONU – MONU. For the purpose of the research, the researcher used the significant level at 0,05 (5%) and the calculation showed that the value of $t_{table} = 2.002$ and $t_{test} = 9.56$. It meant t_{test} was higher than t_{table} with degree of freedom (df) = 58 was 2.002. From two schools, the total average of students' achievement on vocabulary was 76.05 and writing procedure text was 70.45. The conclusion shows that MONU – MONU is worthwhile for students' achievement, especially in written vocabulary of procedure text.

Keywords: MONU – MONU (Monopoly, Snakes and Ladders), Written Vocabulary, Procedure text

Introduction

English as the foreign language in Indonesia is taught in Junior High School as a tool to improve the student's communication. It is important to the junior students to learn English as the basic before they got more in Senior High School, although, they have some foundation of elementary and it can be useful to continue their study. In learning English, the students usually have problems of vocabulary, grammar, pronunciation, etc. even they learn the kind of texts both written and spoken. It has some genres such as narrative, recount, descriptive, procedure, etc. One of them is procedure text; it has some difficulties verbs to be learnt. Another condition of procedure text is to explain how something works through a sequence of actions or steps and also deals with human behavior. Procedure text is in Anderson (1997) stated as procedure, therefore, is a piece of text that gives us instructions for doing something. He also concluded our choice of words will depend on our purpose and our surroundings or context (Anderson: 1). Thus, the researcher concludes that procedure text is a text has any social purpose in oral and written to describe how to do something in sequence.

Today has emerged many methods of teaching procedure text in the high school; the teachers have to combine various theories of teaching and their experience in teaching the procedure text so that they find methods that suit of the students' needs, but sometimes the theory that they use are not always in accordance with the practice, so the teachers need to be clever the sort of theory to reduce the problems that will occur. Procedure text looks easy; it has shorts sentences and numbered steps. It seems like has no problem in learning. As a teacher, the writer has ever tried to teach procedure text by following the instructions clearly, but he still had some problems when helped the

students to understand procedure text was not always easy. Reading to perform a task often results in more developed comprehension than reading with the goal of answering questions or writing a summary (Geiger and Millis, 2004). It is not surprising when the students have tried to follow a set of instructions to remember in learning procedure text, they need to put the effort to understand each steps. However, they know that reading procedure text without knowing the goal of the text is really confusing. In the classroom for example, it means the teacher needs to give the students more time to read and understand the instructions in procedure text. After the students have good interpretations give of the instruction and understanding to follow it, the teacher can move their understanding to do the instructions clearly. On the other hand, when we learn a language, means we also learn its vocabularies. We always use the vocabularies of communication, either in spoken forms or written form. We also try to send messages, share information and ideas by using the language. As Kusumawardhani (2011) said as follows:

“Students often find difficulties in using a foreign language because the lack of vocabularies and the often forget easily new vocabularies after they get the meaning from dictionaries. The problem is found in writing classes that students cannot write different kinds of texts easily because the lack of vocabularies. Although they have already learnt the techniques in writing the texts, they still have difficulties in constructing sentences. They get difficulties in choosing and using the appropriate vocabularies.”

Other problems in teaching procedure are the teachers still have problems in understanding the students’ understanding of vocabulary. The students need to understand vocabulary to write clearly. They also consider vocabulary in four skills: listening, speaking, reading, and writing. Listening vocabulary is to understand the words students hear. Speaking vocabulary is to use the words students speak. Reading vocabulary is to understand students read. Writing vocabulary is to use the words in writing. Procedure text also has a unique problem, it is about verbs. As Mc Carten (2007) stated as follows:

“So it seems that these verbs are an important part of the vocabulary of this structure. [See Carter and McCarthy (1995), which describes this as one aspect of the grammar of speech.] Shouldn’t we then teach this vocabulary with this structure if we want students to learn the kind of usage they will hear from expert users and native speakers?”

Vocabulary has an important role in the reading process, contributes greatly to a writer's comprehension. A student writes without knowing what most of the words mean, he does not continue the writing. They also would have difficulty in the form of essay tests to make the procedure text. It is becoming a big problem of the future. Teachers must find ideal teaching methods to help them solve the problem and in the end of lessons, the teacher needs to give essays test to know students’ progress. Test need to be constructed as main devices to reinforce learning and as a means of assessing the student’s performance. Besides students gain teaching methods of their needs, the teachers should also consider character education for students. In this case, the junior high school students to be subjects in research that will be conducted by the researcher. This was in accordance with the level of development of junior high school students are still learning joyfully. The researcher argues that the material will take the procedure text in considering the fun activity focus on vocabulary essay.

Research Method

In this study, the research design which was used by the researcher was quantitative descriptive. The method in this research was pre-experimental research, one group pretest - posttest design. According to Sugiyono (2010:111) one group pretest-posttest design could be drawn as follows:

Oa ₁	X	Oa ₂
Ob ₁		Ob ₂

Notes:

Oa₁ : pre- test, Oa₂ : post-test, Ob₁ : pre- test, Ob₂ : post-test, X : treatment

The researcher used two types of tests, namely the pre-test and the post-test. The pre test was given before the treatment was given and post test was given after the treatment was given. These tests were given in a class that was taken by random clustering sampling. The researcher used observation and test as the instrument. The researcher would evaluate the result of teaching vocabulary through MONU – MONU to find out significant improvement of the students' competence in writing procedure text. The resulting draft model piloted in class to assess the feasibility of the model, the trial was performed several times to obtain maximum results with research subjects involving considerable and varied according to the characteristics of the setting where the model used.

The researcher asked about what a game could be a prototype or alternative media to learn vocabulary in writing procedure text. He offered a new game, called MONU - MONU to students that it would be a media to help students in learning vocabulary in writing procedure text and then, then, giving a test according to vocabulary in writing procedure text. By giving a test, the researcher determined how effective is MONU - MONU as prototype of fun activities to teach vocabulary in writing procedure text. The researcher recorded students' responses to the application of the MONU - MONU game in procedure text, also, recorded the students' opinion to the game. The data was analyzed by using qualitative method to check out the consistency of findings generated by different data collection. The data obtained from observation and students' outcome were elaborated before conclusions are made.

Findings and Discussion

The researcher tried the game for seven grade students of *SMP Tugu Soeharto* and *SMP Roudlotul Saidiyah*. Before doing the try out, the writer discussed with the English teachers to choose the time for bridging material and MONU – MONU. It was held for 2 meetings, there are two parts in conducting them. First meeting, the writer taught the students by introducing the MONU – MONU and material. The students did not interest with procedure text because they felt bored. They have learnt many times but they still did not understand well. The vocabulary is main problem; they did not use it in any different procedure text. The writer kept on the business to ask them about the problems. They told that other problems are they cannot explore their vocabulary in spoken and written also. Again, the writer introduced MONU – MONU as alternative media. The students felt confuse before because they thought MONU – MONU is similar with snake and ladders. After the writer explained how to play it,

they were surprised that the game was easy to play. The writer was combining the vocabulary, the nouns, and the topics of procedure text in order to the students were not bored, they were surprise then. In second meeting, the writer did a test. He asked the students to remake a procedure text from the verbs and nouns that they found in first meeting. They need to combine them into a good procedure text.

The researcher gave some treatments in *SMP Roudlotul Saidiyah* and *SMP Tugu Soeharto Semarang* for about two days. The activities of the treatment could be shown as follows: The researcher allocated the treatment in *SMP Roudlotul Saidiyah* and *SMP Tugu Soeharto Semarang* for about 45 minutes. In the first treatment the researcher activated the students' existing knowledge about procedure text by giving procedure text. In this activity the students had to find vocabulary in the text. Then the teacher provided MONU - MONU game. The students were asked to play the game. This treatment was also held in the same day in the treatment 1. The researcher asked the students to make a group of four then he refreshed up the students' existing knowledge by giving them MONU – MONU game then asked the students to rewrite the vocabulary. Then they had to construct the vocabulary into procedure text. They worked in a group to make each member of group were engaged in the process. A small group also helped them in an effective way in learning the material The students worked freely without any clarification from the teacher so the students could have the process of discovery in solving the problem.

This activity was held the next day. The students still worked in a group. Each group wrote their work in the last meeting in front of the class. After that the researcher corrected their work, he gave them the explanation of procedure text through the game. In the beginning of the treatment the students was confused about the material, they still have some difficulties of the construct of vocabulary. Because of the supportive atmosphere that made the students felt interested to follow the process, they started to have braveness to ask when they have not understood yet about the material. The researcher provided the material about procedure text in the form of example. The students were enthusiast to have a discussion in solving a problem given by the researcher. To know the students' achievement, the researcher gave them some assessment test to write a procedure text. From the students' writing the researcher knew that most of them had good understanding. Finally, the researcher started to let the students worked individually.

Table 1. Students' score

No	Name (code)	Score (school A)		Score (school B)	
		Vocabulary	Writing	Vocabulary	Writing
1	SC-1	95	85	75	75
2	SC-2	75	85	80	70
3	SC-3	85	70	80	75
4	SC-4	75	60	75	80
5	SC-5	75	60	70	75
6	SC-6	85	80	60	70
7	SC-7	75	60	70	75
8	SC-8	60	60	85	75
9	SC-9	80	70	60	55
10	SC-10	88	70	85	70
11	SC-11	78	70	65	75
12	SC-12	77	60	75	75

13	SC-13	75	70	70	60
14	SC-14	89	80	75	85
15	SC-15	96	70	80	70
16	SC-16	76	70	65	55
17	SC-17	75	85	70	70
18	SC-18	65	60	75	85
19	SC-19	80	70		
20	SC-20	79	80		
21	SC-21	78	60		
22	SC-22	77	60		
23	SC-23	80	60		
24	SC-24	79	60		
	Total	1897	1655	1315	1295
	Average	79.04	68.96	73.06	71.94

The result of the students' achievement in procedure text was shown. The table showed the result of students' score (school 1), there were 14 students who had a good quality, 8 students had a medium quality and 2 students need to learn more. In students' score 2, there were 15 students had a good quality and 3 students had low quality. The result shows students' achievement in vocabulary was good, but the writer found achievement in writing was still not good from some students. It could be concluded that MONU – MONU and the material is good enough but the writer need to recheck that they still have some weakness.

The researcher compared the effectiveness of the treatment and analyzed the data based on the result of the pre- test (before given a treatment) and post- test (after given a treatment). The researcher used formula explained by Arikunto (2010:125):

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Notes:

t : Test result (t-test)
Md : Mean of deviation
d : Deviation
X_d : The difference between mean of deviation and deviation
N : The number of students

$Md = \frac{\sum d}{N}$
Determine degree of freedom by the formula:
df = N – 1
Found t_{critical} (t_{table})

Compared t_{table} and t_{test} to accept or reject the null hypothesis. If t_{test} < t_{table}, there was no significant difference, and if t_{test} > t_{table}, there was significant difference in teaching vocabulary in writing procedure text. The formula above was taken as the steps in analyzing the data of the students' result. In addition, the researcher used SPSS analysis to find the result. For the purpose of the research, the researcher used the significant level at 0, 05 (5%) and the calculation showed that the value of t_{table} = 2.002 and t_{test} = 9.56. It meant t_{test} was higher than t_{table} with degree of freedom (df) = 58 was 2.002.

Conclusion

After the researcher conducting every activity in this study, such as choosing the topic, developing the topic, preparing the instrument, conducting the research, and analyzing the data obtained, the research that has been done can be concluded that the students have a good understanding in learning purpose. They are not only needing a learning material (procedure text) by using game but also vocabulary, spelling and pronunciation. In organization, the students need a media to give exploration, observing, analyzing and creative. The researcher got the students' interest in writing was not good, whereas writing is part of skill they need in procedure text. The last is methodology, most of the students like if they can learn a new thing out of the class and doing in pair. Students feel character education is important. This indicates that the student was actually thirsty for planting character presented in the learning process. The results obtained, the researcher analyzed the needs as well as processed and analyzed one by one repaired by researcher to produce media texts and teaching materials appropriate procedures to students' needs.

Based on the above conclusion, it can be suggested as soon as possible, the teachers work together to meet the needs of the media and teaching material particularly procedures text appropriate in Curriculum involved. Media and learning materials used in schools should not rely on teaching materials published by the government but from another sources accordance with the Curriculum involved and teachers can further develop existing media. Preparation of media and teaching materials should also be tailored to the needs and interests of students. The English language teachers should cooperate more intensively in the research of students' needs so that the input data obtained can be used as a reference in the preparation of media and instructional materials are appropriate.

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DEVELOPING ESP SYLLABUS: ENGLISH FOR ACCOUNTING

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Abstract

Materials for ESP do not always suit students' need. This qualitative study aims to find out students' needs and create ESP syllabus for students of Accounting department of State Polytechnic of Malang. To achieve the aim of the study, Educational Research and Development (R&D) design was done using an observation to the classroom, an interview with a lecturer who teaches the subject, and questionnaires with 26 students going through their internship program after taking that course. The obtained data were used to do needs analysis before creating the product. Based on the needs analysis, the result showed that some revisions and changes of the syllabus including materials and books used to teach were needed, in which they were focused more on activities related to English for accounting.

Key words: *accounting, ESP material, syllabus.*

Introduction

State Polytechnic of Malang known as Polinema is one of vocational colleges in East Java giving specific educational services to students in order to prepare their active and productive participation in various workplaces. The college covers several interests in its departments. Accounting Department is one of several departments at Polinema possessing good career prospects for the graduates can join in almost uncountable fields of workplaces. During their study, the students are taught by many experienced lecturers and even some certified public accountants (CPA) thus their knowledge of accounting are improved from time to time. In addition to accounting-based subjects, ESP is also taken into account considering that the high proficiency of the language is a good aspect that possibly becomes a plus for the graduates.

The course—which is in the department is called English for Business—is given to the students who are in semester three to five to improve their skills in English. In semester four, the students are given the course focusing on reading and speaking. Furthermore, since each ESP students have their own needs which ESP practitioners need to consider when choosing the best method used in classroom, Task-Based Learning is considered the one of good strategies used to teach in Accounting at Polinema. Some of the strategies used are role-play & simulation, project work, oral presentation, and small group discussion. Fachrurrazy (2011: 113) stated that role-play & simulation are instructional media that can mean the same thing. While role-play itself is an activity of playing a role involving fantasy as a valuable method for L2 learning. (Livingstone, 1983; Nga, 2011; Tompkins, 1998), Oral presentation is a formal conversation, speaking to a group as a real activity (Baker, 2000). In addition, project work is particularly effective in the ESP teaching settings, because it easily lends itself to (1) learner centeredness (2) authentic language use, (3) authentic tasks, and (4) a focus on language at the discourse rather than the sentence level.

As the guidelines, the lecturer used course books compiled by herself, but the teaching and learning practice were not entirely based on the books because the lecturer also considered what the students wanted to learn thus online materials were also used during the course. There was one interesting point to investigate. The English was not

specified to accounting but mostly on general business English. This was considered unsuitable as although accounting is a part of business field, they had different terms and focuses. As the syllabus was more on Business English rather than Accounting, the materials and activities needed to be adjusted as well.

Considering there were several things that need to be improved in the course syllabus and materials, the researchers intended to propose a revised task-based syllabus based on the existing one and needs analysis that had been conducted to the lecturer and students who had taken the course and that time were going through their internship program. According to Nunan (1999: 27) task-based syllabus is beneficial in the way that students are exposed to the real language because the materials proposed in the syllabus are authentic. Non-linguistic focus which differs tasks to exercises is also the strength of task-based syllabus, that language use is seen through the meaningful communication exchanges rather than the formal language knowledge (Nunan, 1999: 25). Task-based syllabus also enables students to not only become language students, but also language users (Van den Braden, 2006: 8-9). Those advantages of task-based syllabus highly support the students' needs as they are going to be active users of English in accounting work fields.

To date, ESP which used to take care of the vocational training has spread to Higher Education with respect to its Subject called English. In other words, English taught at the Accounting is ESP within the scope of accounting professions. However, referring to Accounting, ESP is only a subject of study valued at certain credit points. Meanwhile, as discussed in the background, a syllabus is generated from the curriculum, picking up a particular subject. Consequently, ESP is developed from a curriculum of Accounting. Thus, the curriculum is the syllabus itself since English is only a supporting subject.

Methods

In this research, the aim is to know the students' need concerning their future work related to accounting. So, the present study seeks to answer the following questions:

- (1) What is the newly developed syllabus for English for Accounting?
- (2) What are the newly developed materials learnt for English for Accounting?

Research Design

Since the objectives of the study are to develop and to design the proposed ESP syllabus for accounting students, the appropriate design of the study is research and development. R&D is a process used to develop and validate educational products. The steps of this process usually consist of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage (Borg and Gall: 1983).

The researchers selected task-based syllabus as it was considered able to fulfill students' needs in using English actively for their works in the future. Besides, there are several advantages of this type of syllabus. According to Nunan (1999: 27) task-based syllabus is beneficial in the way that the students are exposed to the real language because the materials proposed in the syllabus are authentic. Non-linguistic focus which differs tasks to exercises is also the strength of task-based syllabus, that language use is seen through the meaningful communication exchanges rather than the formal language knowledge (Nunan, 1999: 25). Task-based syllabus also enables them to not only become language students, but also language users (Van den Braden, 2006: 8-9).

Participants

26 students of Accounting department of Polinema, who were going through their internship program after taking the English for accounting subject and a lecture teaching the subject participated in this study.

Instruments

Hutchinson and Waters (1991: 55) mentioned questionnaires, interviews, and observations to find out information about the students' needs. In doing needs analysis, those methods were employed in this study to collect in-depth information.

1. Observation: to get direct data of the activities during the lesson in the class
2. Questionnaire: to seek information and impressions from the students about their job whether the lesson they were studying supported their needs or not.
3. Structured interview: to get any information from the lecture about the process, activities, and material taught in the class.

Procedures of Syllabus Development

This study adapted the stages offered by Yalden (1987). The modification was made in order to enhance the quality of the syllabus.

Stage 1: Needs analysis

Needs analysis plays a role in refining and evaluating ongoing ESP courses to revision the course design (Basturkmen, 2010: 26). The first aspect in doing needs analysis is the need of the students. Need refers to what the students need to do in order to learn. Then, for the informants, the researchers had two informants. The first was the students of accounting, it was expected that they gave information about their needs especially about the importance of English for their future career. The second informant was the lecturer who was supposed to give information about the topics, which were popular among the accounting students, the available media, the techniques and the evaluation that she had implemented in the real teaching situation.

The last aspect in doing need analysis was the instruments. Questionnaire, interviews, and observation were three kinds of instruments used to collect the data. The questionnaire was spread to the students of accounting, while the interview was given to the lecturer. Then for observation, the researchers observed directly in the classroom where English was given.

Stage 2: Writing or designing the syllabus

Stage 2 was called the writing stage, which was divided into four parts. The first one was describing the goals and objectives of the course. The second was the selecting the syllabus type. It could be done only after describing the purpose of the course was stated and the type of the syllabus was determined which is suitable with the needs and characteristics of the students. Then, the next was writing the content of the syllabus. In this part, a general description of the content of accounting syllabus that was made was included. The last stage was writing the accounting syllabus. The syllabus must be realized in accordance with the relevant teaching and learning.

Findings and Discussions

This section explains in detail the results of needs analysis that had been done to the lecturer, and students who had taken the course and the analysis of the syllabus used in ESP course in 4th semesters in Accounting Department of Polinema.

Needs Analysis of the Students

Before deciding the form of the syllabus, the researchers firstly conducted needs analysis to 26 students using questionnaire. The students had taken the course and that time they were taking through their internship program. Although they were not the alumni of Accounting Department of Polinema yet, those students could give adequate information of how English was used in various working places for they were on internship program.

From the obtained data, it was implied that most of the students were able to understand and give physical response to the instruction given by the lecturer when they took the course. However, some of the students found it difficult to understand the instruction due to limited vocabulary. Moreover, in relation to the speaking skill in the form of presentation and discussion, most students found it not hard to do yet still, vocabulary and also confidence became the greatest obstacles for them to show their real ability. Initiating simple talks under the topic of accounting, surprisingly was not easy for them because the content is somehow too hard, their vocabulary was limited and the lacks of confidence. Similar results also appeared when they were asked about whether they could comprehend simple talks about accounting and giving arguments about it.

The last two questions were about their ability to make cover letters and curriculum vitae to apply for a job in accounting and non-accounting fields. From the answers given by the students, it was revealed that most of them were able to compose the documents though vocabulary still became the main obstacle. The structure of the sentences in the letters also gave a particular difficulty for them.

Though at the first the researchers thought that the most needed skills for accounting students was speaking, the fact said differently. The students were also asked what skills and tasks that they mainly did and needed in the working places and the answers were reading and writing as most of them worked on local companies in which daily communication was done in *bahasa* Indonesia, not English. Furthermore, English was only found in several terms in the reports they were working at so reading skill was more important in order to enhance their vocabulary collection related to accounting.

Needs Analysis of the Lecturer

The interview was done when she was teaching the class. When the researchers did the interview, the lecture showed the books she used to teach even lent them. The lecture also gave her syllabus to the researchers to facilitate them in doing the research.

From the results of interview, the researchers could see that in general, there were some important aspects to highlight. Firstly, the syllabus the researchers got from the lecturer had some points that need to be revised. The name of the course which was “Bahasa Inggris Lanjutan” was not suitable with the contents as the focus of it is more on introduction to ESP, thus it should be English for Accounting. The content of the syllabus, as the consequence, was inappropriate because it was not specified to accounting but general business instead.

Going back to the heading of the syllabus, the description of the course was not clear in the way that the skills and tasks for the students were not explained very well. There was information entitled ‘General Competence’ in which the content should actually belong to course description. Thus, this part should be dropped and the course description should be completed. The naming of some points were problematic as well such as the references used during the course. The last point was the evaluation of students’ achievement that was not explained in the syllabus.

The schedules of English for accounting course had been scheduled by the lecturer and the focus was on English for business, not English for accounting. The students got the material of English for business since they were in semester 3 to 5 (D3)

but the materials tended to business, not accounting. Addition, they only got general English when they were in the first and second semesters, and the materials were based on the syllabus the lecture had made. There were some lecturers teaching English and they made their own syllabus. So, each lecture had different syllabus from other.

The process of learning was emphasized on project-based learning and focused more on active communication (speaking) and reading. Moreover, they also learnt morality and attitude especially for presentation; meeting a boss, older people, and so on, so that they could interact with other people with good manners.

Students were required to present their products in role-play or simulation as if in the real company in English. So, English was only used when they were presenting and doing role-plays. Furthermore, the students must have mastered Photoshop and Corel Draw to support their project. The students were so busy so they had a problem in time management.

There were some students working at multinational companies. So English was beneficial and used by them. But for the those working at traditional/ local companies, English was not needed, but attitude learned was beneficial. The terms “accounting” in reading was needed

Results of Observation

The observation was done to know the factual condition of the class and students who were taking the course. The result from observation showed that English was not much used in that class. The class which consisted of 30 students with the condition was looked under-control. It might be the class was conducted in the afternoon. They looked so tired.

Then, they used English only when they were presenting their work. Indonesian language was used when they were discussing the topics. Another aspect the researchers got was the available material and the sufficient facilities such as LCD/projector which supported their performance.

Conclusion

From the findings and discussions, it can be concluded that the existing syllabus needed revision in some aspects: the name of the course, clarity of course description, the final goal of the course, as well as the contents and materials covered in the syllabus. Inappropriate naming of several points also became another problem that should be fixed after the absence of assessment for the tasks given. However, as the type of the syllabus which was task-based was considered appropriate for the students, therefore the researchers apply it as well with a number of revision, starting from the name of the course, the form of the tasks, the materials, and assessment.

The name of the course which is previously called “Bahasa Inggris Lanjutan” was changed into “English for Accounting” while the types of tasks were developed not only in the form of presentation, discussion, and role play but also individual task like making profit and loss statement which are essential in accounting. The materials in the proposed syllabus are specified more to accounting, thus reading graphs, making auditor’s reports, and maintaining good relationship between the auditor and clients are given in addition to general knowledge like etiquette and politeness. Assessment or evaluation is stated in details in the syllabus, covering the aspects to assess, the proportion, and the scoring rubrics.

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ENGLISH LEARNING NEEDS OF ENGLISH FOR SPECIFIC PURPOSES IN VOCATIONAL HIGH SCHOOL

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Abstract

English language instruction in vocational high school must be specifically designed to meet the student's needs. This study was a part of the material development of students majoring in music. The objectives of this study are: 1) to describe the needs of vocational high school students in learning English for a specific purpose and 2) to identify the students' response toward their ESP class. The subject of the study consisted of 11th grade students of SMM, Yogyakarta. The data gathering was conducted by observation and questionnaire. The data were analyzed descriptively. The findings show that 1) students find English skill very important in their life and their study, and they need to learn it to have a deeper knowledge in their field, to speak with foreigners, and even to get a better career and 2) students give positive attitude toward the teaching and learning process.

Keywords: English learning needs, ESP, Vocational high school

Introduction

In this era of globalization, English communication ability for vocational high school students has become as important as their major related abilities. They realize that language is very important in many aspects especially to communicate and get information. In preparing Indonesian generation to the globalization era; the government involves English in the compulsory subject in junior secondary school, senior high school, and vocational school (*Badan Standar Nasional Pendidikan*, 2006). In line with students in vocational high school, they have different needs of learning English for each program.

A vocational school is a school which aims to prepare the students to be able to work after they graduate. The students are expected that they can improve their intelligence, knowledge, personality, moral and skills in order to be able to live individually and/or continue to a higher education based on their program (*Badan Standar Nasional Pendidikan*, 2006). In addition, the students have to master their materials based on their program and also basic science and technology to be able to work effectively and efficiently. Vocational schools have different learning objectives from senior high schools because the purposes are different, English must be based on the students' needs and must be relevant to their field of study.

Therefore, English language instruction in vocational high school must be specifically designed to meet the student's needs. However, reality shows a far opposite fact. In line with the student's needs of particular study programs, ideally the students prepared their better career and provide with the self-competencies. They need to increase their ability in English language and also have a deeper knowledge about their field. What distinguishes English for Specific Purpose from General English is the awareness of the needs. An ESP course begins with the learner's needs.

Furthermore, the theory of English for Specific Purposes explains that the English teaching learning process should be conducted based on the students' needs.

Regarding with ESP, vocational high schools also aim to prepare the students with the certain skill for their future life, including English. The student's English needs in one program will be different for the other programs. This can be done by giving them comprehensible input that related to their field of study. For instance, students of Music Study Program need to master English for both passive and active communication which can support their self-competencies.

Thus, this research focuses on the English learning needs of vocational high school students in learning English for specific purpose. And also to identify the students' response toward their ESP class based on teachers' perception. It was conducted at a Vocational High School located in Yogyakarta.

Research Methodology

This research is classified as qualitative research which applies descriptive study with the aim to describe the real phenomenon. According to Creswell (2009), a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. In line with the statement of the expert, this result of this research showed in qualitative data. In addition, descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Gall & Borg, 2003).

The subjects of the research were an English teacher and his students of a Vocational high school at a district in Yogyakarta. The number of the eleventh grade students was twenty. There were some criteria to select these subjects based on consideration. Such as: the learning experience, the teachers' understanding how to teach English for Specific Purposes, and the students' perception about their learning needs of English.

This research was carried out in one of state vocational high schools in Bantul district – Special Region of Yogyakarta. This school in one of the two schools in Indonesia majoring in music. And it is the only vocational high school majoring in music in Yogyakarta. The location of the school is 4.8km from Yogyakarta city. The research was carried out to the eleventh grade students.

The participants of this research was chosen by a purposive sampling procedure. The purposive sampling is meant to get the homogeneity of the data which are colored by given considerable context. In addition, Ary et al. (2010, p. 156) state that in purposive sampling, sample elements judged to be typical, or representative, are chosen from the population. The key respondent of this research is students that take the English learning needs. This research was conducted to describe the needs of vocational high school students in learning English for specific purpose.

Data source and Collection

In this descriptive research, data is the information about the process of English instruction which took place in a vocational high school. The information including two aspects. The first data is the students learning needs of English. Besides, the information about the teachers' understanding how to teach English for Specific Purposes. The second data is the information about the students' perception about their learning needs of English. The source of data collected by observation, interview, and questionnaire as the main techniques.

In qualitative study, Creswell (2009, p. 185) writes that the data collection steps include setting the boundaries for the study, collecting information through unstructured (or semi-structured) observations and interviews, documents, and visual materials. In

addition, Gall and Borg (2003, p. 222) also declare that questionnaires and interviews are used extensively in educational research to collect data about phenomena that are not directly observable. Following brief explanation of those techniques:

Ary et al. (2010, p. 431) state that Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” It is a more global type of observation than the systematic, structured observation used in quantitative research. This research used observation technique in order to know students’s perception about learning needs of English for Specific Purpose in Vocational high school.

The second technique to obtain further information in this research is used interview to collect the data. According to Gall and Borg (2002, p. 222) interviews consist of oral questions asked by the interviewer and oral responses by the research participants. Interviews typically involve individual respondents, but there is increasing interest in conducting group interviews. This method can help the researcher to provide information which cannot be obtained by observation and can be used to verify observations. Thus, teacher’s interview is needed to clarify the result from observation.

Nunan (1992, p.143) state that questionnaire items can be relatively closed or open ended. A closed item is one in which the range of possible responses is determined by the researcher. Questionnaire in this research is used as the last technique to collect the data from students’ perception about teaching learning needs of English for Specific Purpose in Vocational high school. The questionnaire consists of some questions or items that can answer to the issues.

Data Analysis

The next stage after collecting the data is analyzing the data, as the research method used in this study, descriptive research will produce qualitative data. Qualitative data can be analyzed during process of collecting data through observation, interview, and questionnaire. The researcher tries to analyze the students’ perception by finding the goal of teaching English and the teaching activities in which the learning needs can be found. This research mainly aims at analyzing the students’ perception about teaching learning needs of English for Specific Purpose in Vocational high school. To make it clear, this research uses Miles and Huberman’s model (1994) in analyzing qualitative data. Miles and Huberman suggested that qualitative data analysis consists of three procedures, they are as follows:

1. *Data reduction* refers to reducing process of mass data that are obtained, from interview transcribe, field notes, and observation are reduced and organized, for example coding, writing summaries, and so on.
2. *Data display*, to draw conclusion from the mass of data. According to Miles and Huberman, a good display of data in the form of table, chart, or graphical formats.
3. *Conclusion drawing/ verification*, researcher’s conclusion regarding to the study. This initial conclusion can be verified through some relevant references or further data collection.

Findings and Discussion

The Needs of Vocational High School Students in Learning English for Specific Purpose

The need analysis was conducted on May 17, 2016 by interviewing the English teacher of eleventh grade students and on June 1, 2016 by distributing questionnaire to 20 of eleventh grade students. The interview and questionnaire that was conducted on purpose to describe the students’ learning needs in relation to English for Specific

Purpose. The questionnaires were distributed to 20 of eleventh grade students of Music study program.

1) Students' Needs

a) Goals

Goal in this context can be defined as the general intentions behind the learning process. The following table presents the Music Study Program students' view about their goal of learning English.

Table.3. Students' Goal of Learning English

Question	Items	N	F	%
My goal in learning English is ...	a. to pass the National exam	20	0	0%
	b. to support the music career in the future	20	9	45%
	c. to help the study in the music fields	20	8	40%
	d. to be able to communicate with foreign people	20	2	10%
	e. others	20	1	5%

The table above show that 45% of total respondents stated that their goal of learning English is to be able to support the music career in the future. Then, 40% of total respondents set their goal of learning English as to enable them to help study in the music fields.

b) Necessities

Hutchinson and Waters (1987) defines necessities as what the learners need to know in order to function effectively in the target situation. The following table presents the Music study program students' necessities in context of teaching and learning English.

Table.4. Students' Necessities in Learning English

Question	Items	N	F	%
The English proficiency level which is necessary for my career is ...	a. Beginner	20	2	10%
	b. Intermediate	20	2	10%
	c. Advanced	20	15	75%
	d. others	20	1	5%
In the future, I will probably use English as ...	a. a medium of oral communication with customers and colleagues	20	5	25%
	b. a medium of written communication both in formal and informal	20	0	0

	contexts			
	c. mastering music skills by reading the English texts	20	11	55%
	d. to be able to use language structure well	20	4	20%
	e. Others	20	0	0

Table 4 shows that 75% of total respondent stated that they need their English proficiency level be in advanced level in order to function well in the target situation latter. It is also presented in the table that 55% of total respondent stated that they will probably use English as mastering music skills by reading English texts.

c) Lacks

Lacks can be defined as the gap between what the students know already and what they need to know (Hutchinson and Waters, 1987). On purpose to find out the lacks of the students of Music study program, the current English proficiency level of Music study program students was assessed and the result is showed in the following table.

Table.5. Students' Current Proficiency Level

Question	Items	N	F	%
My current English proficiency level is . . .	a. beginner	20	4	20%
	b. intermediate	20	15	75%
	c. advanced	20	1	5%
	d. others	20	0	%

As showed in the table 5, 75% of total respondent considered themselves as intermediate level while 20% of total respondent stated that their English proficiency level is now in the beginner level.

d) Wants

According to Hutchinson and Waters (1987), wants refers to what the students wish to learn. The following table presents what the students of Music study program want to learn in the term of teaching and learning English.

Table.6. Students' Wants

Question	Items	N	F	%
The language skill	a. Speaking	20	3	15%
	b. Listening	20	1	5%
	c. Reading	20	0	0

that I want to improve the most is . . .	d. Writing	20	3	15%
	e. Vocab	20	4	20%
	f. Grammar	20	7	35%
	g. Pronunciation	20	0	0
	h. Others	20	2	10%

Among the four language skills (speaking, listening, reading, and writing) and the others language ability, the respondents stated that they want to improve their grammar ability the most. As showed in the table 6, 20%% of total respondent wanted to develop their vocabulary mastery while only 5% of total respondent wanted to improve their listening skill.

2) Learning Needs

Setting

According to Nunan (2004), setting as one of the components of task refers to the classroom arrangements specified or implied in the task. The consideration of setting also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The following table presents the result of need analysis regarding the desired setting of the English language teaching and learning process by eleventh grade students of Music Study Program.

Table.7. Setting of the Teaching and Learning Process

Question	Items	N	F	%
In the teaching and learning English process, I prefer to work . . .	a. Individually	20	4	20%
	b. in pairs	20	3	15%
	c. in small groups	20	7	35%
	d. whole class activities	20	6	30%
In the teaching and learning English process, I prefer to have a class. . .	a. inside the classroom	20	1	5%
	b. outside the classroom	20	0	0
	c. inside and outside the classroom	20	15	75%
	d. others	20	4	20%

The result of the needs analysis shows that students' preference while working on particular tasks. Related to the classroom arrangement, the students like to work in groups the most as 35% of total respondent vote for this type of classroom arrangement. In relation to the location whether the task is to be carried out wholly or partly outside the classroom, 75% of total respondent prefer learning through tasks that require them to work both inside and outside the classroom.

Students' Roles

Nunan (2004) state that students' roles refer to the parts that students expected to play in carrying out the learning tasks. In the following table is presented the result of needs analysis in terms of students' roles that eleventh grade students of Music Study Program wanted to take in the English language instructional process.

Table 8. Students' Roles

Question	Items	N	F	%
In the English instructional process, I prefer to . . .	a. Listen teacher's explanation	20	2	10%
	b. Discuss with others friends to solve the problem or to do the task	20	14	70%
	c. Note the teacher's explanation	20	3	15%
	d. Others	20	1	5%

Based on the result of the needs analysis above, a role that eleventh grade students of Music Study Program wanted to play in the instructional process the most is to be discuss with other friends to solve the problem or to do the task. The students also expected that teacher would provide guidance while they are working on a task and be given the opportunity to have discussion with their friends in order to be able to carry out a task.

Teachers' Role

Teachers' roles as the parts that teachers are expected to play in carrying out the learning task (Nunan, 2004). The following table presents the result of the needs analysis regarding the desired teachers' roles by eleventh grade students of Music Study Program.

Table 9. Teachers' Roles

Question	Items	N	F	%
In the learning process, I want my teacher to	a. give tasks to be finished by students and discuss them later	20	4	20%
	b. give examples about the topic which is learnt and give an assignment	20	7	35%
	c. supervise the students' works and help them when students get a problem	20	4	20%
	d. walk around and give comment to students' works	20	4	20%
	e. others	20	1	5%

The result of the needs analysis show that the eleventh grade students of Music Study Program expected their teacher to explain and give examples of how to carry out a task before they have to working on the task. They also expected their teacher to take a part as a supervisor while they are working on a task and give feedback whenever they make a mistake or help the students when they get a problem.

The Students' Response toward Their English for Specific Purpose Class based on Teacher's Perception

Regarding the English teaching and learning process, the main problem that is commonly found in vocational high school majoring in music is that students seem have no positive attitude toward English instruction. It is because those students, at their present condition, do not aware the need to master English as a medium communication that makes them take English for granted. Therefore, the focus of the English teacher in vocational high school majoring in music is to motivate students in such a way so that the students are willing to learn English. According to the interviewed English teacher, it is not easy but it is the most important thing that the teacher must to do. Quite often, during the class, teacher could only talk about subject matter for less than half hour and then make use the rest of time to have a talk with the students about any problems that the students encountered. As result, the English instructional process is underachieving but actually the students' give positive attitude toward the teaching learning process.

Conclusion and Suggestion

The conclusion of this research were drawn from the findings and discussion presented before, aiming to answer the research question of the research. The first one is the conclusion related to the needs of vocational high school students in learning English for specific purpose. The result of the study shows that students find English skill very important in their life and their study, and they need to learn it to read books or articles of their majors, to speak with foreigners, to study abroad, and even to get good occupations. The second one is the conclusion related to students' response toward their ESP class. Based on the result, this research can be applied to develop the supplementary material.

From the conclusion above, the students' learning needs of English for Specific Purpose in vocational high school majoring in music should be realize that they are the ones who are responsible to their learning. The students should be willing to actively participate in the learning process, do the task accordingly, be willing to practice the English language both in spoken and written communication, and be willing to have extensive learning by, for instance: having extensively reading and listening, writing journal, etc. Furthermore, for the English teacher, the researcher suggest that every English teacher should continually conduct need analysis so that the teacher can provide the right help and guidance to facilitate the students' learning process. Also, English teacher should be developing materials that suit the students' needs and learning context.

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MALL IN FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' EXTENSIVE LISTENING AND READING ABILITY

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Abstract.

It cannot be denied that students nowadays are considered as digital natives who have been familiar with the technological devices since they were born. This phenomenon makes them addicted of using those devices in their daily activities. Teachers should have actually taken benefit from this situation by considering using these technologies in their teaching and learning process. One of the technologies that can be applied in a foreign language classroom is MALL (Mobile Assisted Language Learning) which is believed to be able to help the students master the target language in a fun way. However, MALL as a digital media in a language class is not popular yet. Only few teachers realize that their mobile device can actually be used to teach their students. This article tries to discuss the usage of "Listening English" as one of the MALL applications to foster the students' listening and extensive reading ability

Key words: MALL, Extensive Reading, Extensive Listening

Introduction

El-Husein (2010) states that technological devices which have been produced in portable form and changing the users' daily lives are still limited to social function where people use the device to have communication. Only few people regard that mobile device can be applied in learning including higher education.

Yet, nowadays, more and more teachers have tried to use technology in the classroom because of the massive growth of the available technology which has become more popular in the field of education. Teachers start to believe that the integration of technology in the classroom gives them contribution to improve the quality of their teaching and learning process because they are convinced that applying technology in the classroom can give benefit to both teachers and students in class. It may occur because technology can provide both of them resources to teach and to learn. Thus, it is obvious that even the teachers can also learn something from the materials provided by the technological devices.

Garcia and Fombona (2015) mention that there are two factors which become convergent in advanced societies. One is technology which can give specific and advanced service to support knowledge and innovation to develop ourselves and that can function as the solution of the problems happen in society's lives. The second factor is the global communication including the one conducted in English. Therefore, it is necessary to analyze the application of technology and the learning of English to better life in our society.

Because of the benefit of using technology as it has been mentioned above, therefore, it is quite necessary for teachers to learn to integrate technology in their teaching and learning process to make it more successful. Using technology in classroom is also believed to make the students enjoy the class more because they are digital natives who have been familiar with technology.

Some forms of technological devices have been familiar for both the teachers and the students, such as computer, PDA, tablet or mobile phones which also give the users

opportunity to learn foreign languages not only English but also other languages such as Spain, Dutch and the others. Students who have become the Z generation have been accustomed to using technology in their daily life. They cannot be separated from their device. Therefore, to adapt themselves to this situation, teachers should also have the ability to use those devices in the classroom by considering whether the levels of the materials taken from the device are suitable or not with the aim of the teaching or with the students' level.

It is mentioned above that one of the devices that can be used in the classroom is mobile phone which belongs to mobile device which is said to be "a familiar part of the lives of most teachers and students" (Facer, 2004, p. 1) in Kukulska-Hulme, Agnes and Shield, Lesley (2008). Dealing with that statement, El-Husein (2010) also claims that advanced mobile devices such as "smart" cellular telephones have become popular among people because they are wireless and portable. It makes the users able to use them while they are moving. It means that they do not have to stay at a certain place if they want to get any information but they can do it whenever and wherever they are as long as they have the mobile devices with them.

Discussion

Mobile Learning

Chinnery (2006) states that the devices commonly used in doing Mobile Learning are mobile phones, PDAs and also audio players which can actually be used in a classroom. It may occur because according to Kress and Pachler (2007) mobile phones technology is able to cover the functions that other devices have that makes this technology multi functional or what is known as technological convergence.

One of the projects dealing with mobile learning that was conducted by European Union (Pęcherzewska & Knot, 2007) showed that mobile phone is the device that is used very often, followed by PDA and iPods. It implies that using mobile phone in a classroom including a foreign language classroom is not a strange thing anymore.

Another research dealing with the usage of mobile technology was conducted by Liu, Navarrete & Wivagg (2014) in Garcia and Fombona (2015) which discussed about the usage of iPod Touch in teaching English as a second language at the primary educational level. This research suggests the exploration of such practices because they are very potential to be given to today's society, especially to the young generation, because they have been familiar and are accustomed to using these devices. It also analyzes the usage of digital mobile device, laptop, tablet and smartphones for interpersonal communication in which there is only few investigations dealing with this technology in teaching English.

The integration of mobile device in teaching and learning process is commonly called as mobile assisted language learning which should consider some crucial aspects including how to use them in different kinds of learning. This situation is supported by Kukulska-Hulme & Shield (2008) and Traxler (2009) who mention that mobile devices not only delivers multimedia content but also materials that can be discussed because of the availability of real situation, voice, and also text. It implies that among the available materials in the mobile devices, teachers should be able to find the most suitable one for the students and apply them in the classroom in an appropriate way.

Because mobile devices have been more popular and more affordable, educational institutions are occupied by digital native students (Zur & Zur, 2011). Therefore, it is worth investigating about the possibility of applying this technology and the effectiveness of mobile device in teaching and learning process.

One of the mobile devices which have been familiar for the learners is smartphone. Ilyas & Ahson (2006) in Garcia & Fombona (2015) mention that smartphones are smart electronic devices that can be held by hand and integrate the combination function of a cell phone and a small computer. Thus, besides having the ability to make and receive calls, this device can also send text messages, email, instant messaging and some other operations including audio and video. Further, smartphone also offers the ability of using Wi-Fi to manage and store the digital data that it processes and also to manage applications that can be found in the smartphone. The newest ones have got the fourth-generation terminal of the internet network which is called as 4G which can give faster service to the users.

Because of the ability that it owns, smartphone has been very potential to be used in the classroom because it has many applications such as digital text, voice or multimedia or even the combination of those three aspects that can be applied for conducting mobile assisted language learning (MALL). One of the applications that can be used in a foreign language classroom is "Listening English".

Listening English

It is one of the applications that can be installed in students' smartphone which can be used to improve students' English skills and components, because the materials are for listening combined with reading skill, pronunciation, grammar and also speaking. This application consists of three different levels, namely beginner, intermediate and advance in which each level has different parts. For examples: Beginner level consists of: English Conversation, News Report, Express English, English Speak and Vocabulary, and VOA Learning English. The next level is the intermediate one which consists of: the English we speak, Words in the News, LingoHack, and English at Work. Meanwhile, the Advance one consists of: 6 minute English, 6 minute Grammar, and drama. "Listening English" also provides "Practice" session.

"The English We Speak" of the intermediate part is a session in which there are two speakers making a dialogue about a certain topic. That is why it is said as "speak" because it gives the learners examples on how to make a dialogue. In this session the learners can read the dialogue while listening to the speakers having the dialogue. The second part of the intermediate session is LingoHack. This session consists of a little bit longer monologue. The speaker speaks faster than the ones in "Words in the News" session. Here, the learners are given the unfamiliar words before listening to the monologue. Only after the students have finished listening to the monologue, can they do the exercises provided in each monologue. At the end of each recording the answer of the exercises is also given. The next one is "English at Work" which is a series of dialogue happen at work. It consists of episodes in which each episode consists of different dialogue between at least two people that might happen at work.

This paper discusses about the intermediate section especially on "Words in the News" which belongs to the intermediate part. "Words in the News" consists of the recording of a certain topic accompanied by the voice of the announcer, the script and some exercises in which the vocabularies which are considered to be unfamiliar for the readers are given before the learners listen to the recordings. It aims at preparing the listeners for the recording that the speaker is going to read. Then, the recording which is about 2-3 minute long is delivered for the listeners to listen to (if it is for listening only). Most of the recordings are taken from BBC learning English.

"Words in the News" is actually an audio-book program in which the students can read the script while listening to the recording. Because most of the recordings are

taken from BBC learning English where the speaker is British, then the students got input about how to pronounce the words by using British accent and about their culture.

However, before being able to get the advantage, of course the students have to install the application. Then, they can choose the topic that they like, listen to the speaker and at the same time they can read the text being read by the speaker. Thus, it is helpful for the students to know how to pronounce the words that they do not know and it is not necessary for them to look up their dictionary just to find out how to pronounce those unfamiliar words. Thus, they are not overwhelmed by the unfamiliar words. Besides listening to the recording along with the correct pronunciation, they can also read the text. Thus, they will read the correct spelling of the words that they do not know. Therefore, it can be said that by asking the students to use this application, they can actually integrate the English skills, in this case listening and reading, along with the English components, namely vocabulary.

After having the new vocabulary, listening to the recording and reading the script, the learners can do the exercises provided in “Words in News” in which the answer of the exercise is also provided. Thus, this application is very practical for the learners to train their listening and reading skill because they can immediately check whether their answers are correct or not.

In this paper, it can be reported that this application is used for extensive reading and extensive listening at the same time. Thus, by asking the students to install this application, it is expected that the students can have more exercises dealing with the recordings and the texts outside the class because very often students say that it is difficult to find any recording to drill their listening skill.

Extensive Reading

Chinnery (2006) states that because of the potential that smartphone has for mobile-assisted language learning, it has given a shift in classroom paradigms. It has changed the traditional classroom to become a more challenging one especially because the learners can learn everywhere not only inside the class. Besides, there has been more digitalized text that can be read from this device, so that it gives wider chance for the second or foreign language learners to experience reading inside and outside the classroom. The students can read other texts besides the ones given by the teachers. In this case, it helps the learners to do extensive reading. Chinnery (2006) also says that research about extensive reading by using mobile phone is one of the potential study in the field of English.

Renandya (1999) in Hedge & Dewey (2009) mentions that extensive reading should give a chance for the learners to do independent reading covering many reading texts and is for getting information or for pleasure. Extensive Reading should be emphasized on the meaning of what is read instead of giving emphasis on the language. It is contrary to what is called as intensive reading in which the learners read short texts and are still under the teacher’s guidance. Its aim is to help learners mostly to identify main ideas or to enhance vocabulary and grammar. Yet, Carron & Carson (1997) and Nuttall (1992) in Renandya (1999) mention that intensive and extensive reading are complementary.

Furthermore, some criteria of extensive reading are also mentioned by Renandya, Rajan & Jacob (1999). They are: 1) students read large amount of material, 2) students choose what they want to read including various topic and genre, 3) the materials should be within their level of comprehension, 4) learners take part in post-reading activities, 5) both teachers and learners become readers, 6) teachers provide help and guidance when needed.

Challenges in Implementing Extensive Reading

Some challenges will be faced by the teachers who are willing to conduct an Extensive Reading program. The first factor is about cost in which the price of books is not cheap meanwhile the institution sometimes has difficulty in providing the money. The second factor is about the staff that should be able to manage the books. The next challenge according to Campbell & Weatherford (2013) and Robb & Kano (2013) in Cote & Milliner (2014) is about whether teachers can evaluate the students' accountability for their reading. It is because teachers are preoccupied to have the students to deal with the standardized test or the requirement to finish the textbook. Therefore, teachers cannot manage a carefully planned extensive reading program.

E-book Reading

Extensive reading can also be conducted by reading e-books. The availability of mobile technology which has spread widely and powerfully makes learners able to access more digitalized texts from their mobile device. Huang (2013) in (Cote and Milliner (2014)) mentions that E book reading was begun by the Kindle book released by Amazon in 2007. Since then, reading e books has become famous. Because of the needs to engage their learners with new technology, institutions including universities try to explore the possibility of integrating the electronic reading into their teaching and learning process (Gerlich, Browning & Westermann, 2011, in Cote & Milliner (2014)) to train the learners to read both printed and electronic texts, including English texts.

Benefits of e-book reading

Doiron (2011) mentions that dealing with mobile device such as smartphone, reading electronic texts can motivate learners to read more because it is easy for the readers to connect to multimedia features available in their mobile device. Further, motivation and the availability of multimedia can lead the learners to become autonomous learners. Another advantage of reading e-book is that because of the smartphone that they have, learners can choose and read a certain book wherever and whenever they are without bringing the heavy printed book. Besides, readers can also adjust the size of the font and the screen layout (Huang, 2013; Lai & Chang, 2012, Chiang, 2013 in Cote & Milliner (2014)).

Extensive Listening

It is said above that "Words in the News" can also be used for extensive listening. Harmer (2001) claims that extensive listening should be combined with intensive listening in order to improve the learner's skills because they have their own role. Fluency is enhanced by applying extensive listening and accuracy can be enhanced by giving intensive listening. If learners want to be competent in listening, they have to be good at both fluency and accuracy. Yet, learners think that they just get listening practice inside the classroom and are not willing to practice listening outside. They often argue that it is difficult for them to find the resources to listen to. However, the smartphone that they have is actually full of listening resources that they can listen to outside the classroom.

Ferrato and White (2004) distinguish the difference between intensive and extensive listening. They are as follows.

Table 1. The difference between Extensive and Intensive Listening

Intensive	Type of Listening	Extensive
Accuracy	GOAL	Fluency

Listen to details/specific information; mimic texts; improve and develop listening strategies	PURPOSE	General information, Enjoyment, Building word recognition ability Chunking language into meaningful units of sound
Sounds, words, pronunciation-linking, connected speech, New language features	FOCUS	Meaning, Global comprehension
Often difficult, shorter passages, teacher's choice	MATERIAL	Easy Longer passage, Learner's choice
Slower	SPEED	Faster
Must finish, time constraints	METHOD	Stop if does not like it Rewind and repeat again and again

(Ferrato & White, 2004)

Conclusion

After knowing about the differences between extensive and intensive reading and listening, teachers should have given more exercises on those aspects. To help teachers have extensive reading and listening they may take the benefit of mobile devices that the students have. It is said above that today's learners are generation Z who cannot be separated from their mobile devices, so that the teacher should realize and take benefit of this situation. One of the applications that can be used to have extensive reading and listening is "Listening English."

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METADISCOURSE IN RESEARCH ARTICLE ABSTRACTS

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Abstract

The linguistic expressions have been implemented in academic writing by the writers who evolve texts to engage the readers' intention. In this academic context, metadiscourse reflects how the writers deliver their attitude toward the texts. Essentially, metadiscourse is the way how the writers convey their thought through text to represent their interpersonal resources in order to understand something beyond the rhetorical aspect. Furthermore, this study is to explore metadiscourse in a corpus of 29 research article abstracts by graduate students particularly to examine the frequencies, form, and function of metadiscourse used by the students. This study employs corpus-based approach to collect and analyse the corpora. This study will discuss the preliminary findings of an on-going study on the above issues. The implementation of this study is beneficial for the writers in academic writing to realize the use of metadiscourse and to present the propositional materials.

Keywords: Metadiscourse, corpus analysis, research article abstract

Introduction

In this academic context, metadiscourse reflects how the writers deliver their attitude toward the texts. Essentially, metadiscourse is the way how the writers convey their thought through text to represent their interpersonal resources in order to understand something beyond the rhetorical aspect.

In the research article abstracts, the rhetorical aspect refers to the rhetorical moves of the abstract. According to Samraj's Model (2002), the rhetorical moves of the abstracts consisted of five models; Move 1-Situating verb, Move2-Purpose, Move 3-Methods, Move 4-Results, and Move 5-Conclusion. Essentially, the rhetorical moves of the abstract are embodied by the organizational pattern of moves realize communicative purpose that can be identified by discourse community. Zhang et al. (2012, p.127) states that the communicative purpose can be attained while the readers get a noticeable essence on the abstract of a research article.

Communicative purpose of the abstract can be seen on how the writers implement metadiscourse devices in every moves of the abstracts. Such as Hyland and Tse (2014, p. 157) state that metadiscourse of the text shows the writers are able to make the text worthy, coherent and understandable for the reader. It also relates to a given context and conveys the writer's personality, credibility, audience sensitivity and relationship to the message. Therefore, metadiscourse devices of the text can dig the interpersonal aspect of the writers.

Additionally, Hyland and Tse (2004) set up metadiscourse into some features; hedges, boosters, attitude markers, engagement markers, and self-mentions. Furthermore, Hyland (2005, p. 49) classified interpersonal model of metadiscourse into two categories, interactive metadiscourse; transitions, frame markers, endophoric markers, evidentials, and code glosses, and interactional metadiscourse; hedges, boosters, attitude markers, self-mentions, and engagement markers. According to Hyland's statement, interactive metadiscourse focuses on how the writers recognize the way to assist the readers by

delivering sufficient information, concerns, rhetorical expectation, and processing capability. Meanwhile, interactional metadiscourse deals with how the writers explicitly involve the readers by giving chance to them to respond to the explaining text. However, Hyland & Tse's study (2004, p. 170) reveal that the interactional metadiscourse more frequently employed that interactive metadiscourse, then hedges is one most frequent of interactional metadiscourse devices found. To understand more detail of the complete metadiscourse (hedges, attitudinal stance markers, and self-mentions) items can be seen on the list of metadiscourse words that has been proposed by Hyland (2005).

Some interactional metadiscourse devices of the rhetorical moves of research article abstract based on Hyland (2005), Hyland & Tse (2004) and Pho (2008) by giving a clear definition of metadiscourse devices, as follows:

1. Hedges: express of tentativeness, possibility, commitment, and open dialogue, such as can, could, might, probably, likely, seem, possible, perhaps.
2. Attitudinal stance markers: expressions of the author's judgments or attitudes towards a proposition or an object as unfortunately, agree, surprisingly, important, significant, surprisingly, curiously, importance, significance.
3. Self-mentions: explicit reference to the author(s) such as first-person pronouns (I, we, my, our) and other words referring to the author himself or herself (e.g. the author, the researcher).

Therefore, this study explores the use of some interactional metadiscourse devices of the rhetorical moves of research article abstracts.

Research Method

To investigate metadiscourse device of research article abstracts. The subjects of the study is 29 abstracts written by English Language Teaching students published in *Jurnal Pendidikan Humaniora (JPH)*. The researcher employs corpus based-approach (Baker, 2010). The approach of this genre study applies both in qualitative method to investigate the metadiscourse devices by using a corpus toolkit AntConc 3.2.4w and in qualitative method to describe how the writers construct the rhetorical move of the abstracts.

In this data analysis, the researcher conducts the analysis either manually based on the theoretical basis or utilize the software in order to easily examine the corpora. Firstly, to answer the first research question on examining the metadiscourse devices of the research article abstracts, the researcher identify by proposing Hyland (2005) in which there are list of metadiscourse words.

Discussion

The use of interactional metadiscourse devices are significantly employed in the abstracts. The findings show that the use of hedges is commonly implemented in all five moves, significantly in result and conclusion. Furthermore, the use of attitudinal stance markers are found in introduction, purpose, result, and conclusion, significantly employed in M4-result. But it is absent in method move. However, the use of self-references words are rarely found in these research article abstracts. Self-reference words are only applied in method and result section. Only a word "researcher" is categorized as self-reference word found in the abstracts. The numbers of words have been investigated and categorized as metadiscourse devices in the research article abstracts. To give more detail investigation, the researcher presents in tabulation in the following table:

Table 1. Interactional Metadiscourse Devices

Metadiscourse	I	P	M	R	C	Sub-Total	Percentage
Hedges	1	2	1	18	10	32	50%
Attitudinal Stance Markers	1	4	-	19	4	28	43.75%
Self- references words	-	-	3	1	-	4	6.25%
Total	2	6	4	38	14	64	100%

The findings show that the use of metadiscourse devices are also found in the research article abstracts even though in different frequency of the words of each move. In addition, hedges were frequently found in all five moves of the abstracts investigated with a half of the total corpora found, whereas, attitudinal stance markers and self-reference words were found in particular move.

Table 2. The Frequency of Interactional Metadiscourse Devices Hedges

Hedges		I	P	M	R	C	Attitudinal Stance Markers		I	P	M	R	C	Self-References		I	P	M	R	C
Can	13		1		6	6	Agree	1				1		Researcher	4			3	1	
							Agreed	1					1							
Cannot	1		1				Important	2		1		1								
Could	6			1	5		Significant	8		2		6								
Might	1				1		Positive	5				5								
Supposed to	1				1		Beneficial	2				1								
Should	3				1	2	Effectively	2		1		1								
Claims	1				1		Greater	2				2								
Indicated	2				2		Mostly	1	1											
Mostly	1	1					Significantly	1												
Quite	1				1		Simultaneously	1												
Suggested	1					1	Strongly	1				1								
Would	1					1	Successfully	1												
							Expected	1				1								
							Inappropriate	1												

When the researchers employ hedges devices in their writing, it is to involve the readers to comment for the doubts of the writers' perspective. This chance is to challenge the readers more critical on what the writers have stated. In accordance with Hyland (2005) also state that hedges a possibility of the writer's position than the truth of the study. From the total number of 32 words categorized as hedges in the abstracts investigated frequently found in all five moves. Hedges had a high frequency in Move 4-result. This present study finds out some modals (*can, could, might, should*) and some verbs (*claim, indicate, suggest*) as the hedges devices found in the abstracts. For instance, some sentences are indicated using hedges devices, as follows:

The result of the development shows that the developed workbook **can be categorized** as good product from the result of quantitative data in all aspects. [02/03/01/YH]

It is recommended that the English teachers use the mind mapping strategy to improve their students' writing, and the future researchers **are suggested to** conduct further studies related to the use of mind mapping strategy. [03/04/03/LIR]

Attitudinal Stance Markers

Additionally, the judgment of the writer to express the affective toward the text may use attitudinal stance markers. This study finds out four moves which are in introduction, purpose, result, and conclusion but it was absent in method employ attitudinal stance markers. As well, the most frequency hedges were found in result move. The results are similar with Zhang's study that attitudinal stance markers found in introduction and conclusion move aimed to justify the researcher's interpretation. The words are categorized as attitudinal stance markers in this study such as some verb (*agree, expect*), some adjectives (*important, significant, beneficial, etc.*), and some adverbs (*significantly, successfully, etc.*) that can be presented in some examples of the corpora. Attitudinal stance markers are absent in Method Move.

It also proves that the translator's translation is inappropriate with both validators **agree** about 90% with the researcher's suggested translation. [02/02/01/MLL]

Thus, it can be concluded that scaffolding techniques can **significantly** improve the students' writing achievement. [03/03/02/YV]

Self-Reference Words

Unfortunately, the use of self-reference words rarely found in the research article abstracts. With the total number of self-reference words in method are only three words and result is only one words. Self-reference words are none in introduction, purpose, and conclusion. The only word that is found is *researcher*.

The **researcher** used Classroom Action Research (CAR) and applied it in the teaching of speaking of XII TKR 2 of SMK Negeri 1 Madiun. [01/01/02/RR]

The **researcher** found out that most of the students had positive response toward the implementation of *Team Stand-N-Share* strategy. [03/03/03/SM]

Conclusion

The use of metadiscourse devices are surprisingly found in the research article abstracts. However, the use of hedges is in a half of total number of metadiscourse devices found. Attitudinal stance markers found in four moves which are introduction, purpose and conclusion. In the other hand, the use of self-reference words is only found in the research article abstracts.

Some metadiscourse devices are investigated to complete this study. The writers are expected to show their objective and interpersonal in writing the abstracts. This study reveals that the writers are still lack of metadiscourse. They afford to claim their research findings to open the readers' arguments. But the self-reference words and attitudinal markers are only found in method and result. The writers are trying to sound as objectively as possible.

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BUILDING STUDENTS' CHARACTER BY CONTRASTING ENGLISH AND PAPUAN MALAY LANGUAGE CULTURAL FEATURES IN JAYAPURA PAPUA TEACHING CONTEXT

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Abstract

This study investigated the cultural features in Papuan Malay language used in Jayapura, Papua, contrasted with English language that can be used to build students' character by emphasizing the cultural values from both of the language. Students from English program study at Cenderawasih University's (N=160) conversation are observed, noted, and analyzed using the concept of cultural dimensions from Jandt (2004) in the way they speak to each other around the campus of Cenderawasih University. The result showed that most of the students admitted and perceived that by knowing the cultural features from both target language and their local language helped them to acquire the target language and realize about their own behavior. Information from this investigation would be useful and helpful for English teachers in different level of education to teach English and at the same time to build their students' character contrasting cultural values from both target language and students' local language.

Key Words: Cultural Features, Second Language Teaching, Students' Character

Introduction

Although in many places culture is taught implicitly, it is believed that second language teacher could help second language learners to communicate in a target language socially appropriate by teaching his/her second language class about cultures explicitly (Peterson & Coltrane, 2003, p. 1). It is because being competent in a language other than one's own language means that one needs to be able to communicate in appropriate ways, and also because of the forms and the usage of a language will always reflect the cultural features or in this paper I will share the same term for cultural features with cultural values. Communicate in appropriate ways is included how to express gratitude, make request, and agree or disagree with someone, as well as the behavior and intonation pattern might always be associated with the successful in communication. In that, second language teachers play a crucial role in helping their students understand not just about linguistically correct in communicate in a target language but also socially appropriate by understanding the cultures of a target language.

Students would gain knowledge and understanding of the cultures that embedded in a target language by infusing cultural issues in classroom instruction. The use of authentic sources from the target language speech such as from films, news broadcasts, TV shows, web sites, photograph, magazines, newspapers, restaurant menus, travel brochures, and other printed materials can be adapted to help students in authentic cultural experiences. In other words, there is much more about to learn a language more than just about the direct teaching of linguistic skills like phonology, vocabulary, and syntax, but there is also important aspect

about the component of cultural knowledge and awareness (Bachman, 1990). There is also about issues of attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, celebrations, rituals, politeness convention, patterns of interaction and discourse organization, the use of time in communication, and the use of physical space and body language in the matters of interconnectedness (Chlopek, 2008, p. 11). In other words, someone's cultural knowledge and awareness will determine the quality of his/her connection with other people in social context whereas involve knowledge and understanding of the concept of interconnected. Having an description on how students who speak Papuan Malay language struggling on the knowledge and understanding toward the concept of interconnected in learning English as a second language in Jayapura, Papua, might be interesting, since Papuan Malay language has a very unique of characteristic considering the location of the people who speak such language.

According to Kluge (2015), Papuan Malay refers to the easternmost varieties of Malay, they belong to the Malayic sub-branch within the Western-Malayo-Polynesian branch of the Austronesian language family. The Papuan Malay varieties are spoken in the coastal areas of West Papua, the western part of the island of New Guinea.

Number of speakers of the Papuan Malay language is about 1,100,000 or 1,200,000 and the term Papuan Malay used here refers to the language used along the north coast of the Indonesian provinces of Papua and West Papua (Donohue & Sawaki, 2007, p. 254). Papuan Malays is not used in a formal government or in educational setting, as well as for religious preaching, but it is used in unofficial formal setting or sometimes in public media like a written banner. It can also considered that Papuan Malay is kind of a different variety of Indonesian language, only that Indonesian language perceived as to be used in a standard linguistic forms only and that makes the reason why the term Papuan Malay is used in here instead of other term.

This article will discuss the cultural features or the cultural values by examining the cultural dimensions in the perspective of intercultural communication in an EFL teaching context in Jayapura, Papua, which is by contrasting the Papuan Malay language and English language cultural, features that might be used to build EFL students' character. The purpose of this paper is to give insight for EFL teachers in general that it is important to help learners to develop their intercultural competence while at the same time building the learners character since teaching foreign language that reflect cultures of the target language would considered reshaping learners point of view toward the world and toward himself as a member of global society. As Alpetekin (2002) and Kramsch (1995, p. 2) suggested, learners need to give opportunity to develop their intercultural competence in order to be able to interact culturally and socially appropriate, and to be able to avoid being stereotypes or prejudice, by providing them information and knowledge about the differences between both local language and target language in the perspective of cultures.

Research Methods

The data for this study was collected by observing and noting students from English program study at Cenderawasih University's (N=160) conversation and analyzing using the concept of cultural dimensions from Jandt (2004) in the way they speak to each other around the campus of Cenderawasih University, Jayapura, Papua for about 6 month (one semester).

Discussion

In these modern era of information and technology where everyone can easily contact to one another in different part of the world, it is then essential to provide our EFL learners knowledge of the different cultures, and ability to compare their target language culture to their own culture, in order to help them to be able to communicate appropriate socially and culturally (Chlopek, 2008, p. 12). In that way, there might be a good way to build learners' tolerance, acceptance of differences, understanding toward other cultures, and respect to each other all at once by teaching culture or infusing cultural values in the teaching of foreign or second language classroom.

There are some studies about the issue of teaching culture to foreign or second language classroom (Atkinson, 1999; Morgan & Cain, 2000; Tang, 2006), but the four dimensions of culture that are frequently used to describe cultures from Jandt (2004) will be used here to show how the Papuan Malay and English language can be compared culturally to help learners gain the knowledge and at the same time develop their good character. There are four dimensions of culture, they are individualism, masculinity, power distance, and uncertainty avoidance (Jandt, 2004, p. 183). Individualism-collectivism dimension describes cultures from loosely structure to tightly integrated; the masculinity-femininity describes how a culture's dominant values are assertive or nurturing. Power distance refers to the distribution of influence within a culture; and uncertainty avoidance reflects a culture's tolerance of ambiguity and acceptance of risk. These four culture dimensions will be used to show how the distinction between Papuan Malay and English language in the verbal clauses, to be specific the intransitive and transitive clause, might be able to use in the EFL teaching instruction.

According to Kluge (2015), the most pertinent distinction between Papuan Malay verbal clauses and English language is the differences between intransitive and transitive clauses. She claimed that trivalent verbs in Papuan Malay language most often occur in monotransitive or intransitive clauses rather than in ditransitive clauses, while the bivalent verbs are very commonly used in intransitive clauses. In the case of predicate, the predicate follows the subject and, in transitive clauses, precedes the direct object, but in negated verbal clauses, the negator precedes the predicate. There is also common pattern like causative clauses in Papuan Malay, with two causative verbs which usually produce causer-controlled causative: trivalent *kasi* 'give' and bivalent *biking* 'make'. Another common type of verbal clauses is reciprocal clauses, formed with the reciprocity maker *baku* 'RECP'. There is also an existential clauses formed with the existential verb *ada* 'exist' precedes or follows the subject, or theme, depending on its definiteness.

The trivalent *kasi*-causatives 'give' stress the outcome of the manipulation, such as *kasi makan* 'to feed', *kasi minum* 'to drink', *kasi tau* 'to tell', *kasi jelas* 'to make it clear', *kasi rusak* 'to break', *kasih sekolah* 'to educate', *kasi uang* 'to give mone', etc. On the other hands, the bivalent *biking*-causatives 'make' focus on the manipulation of circumstances, which leads to the effect, for example: *biking susah* 'to make it hard', *biking senang* 'to make me happy', *biking baik* 'to make it good', *biking damai* 'to make it peace', *biking rusak* 'to make it broken', *biking kaco* 'to make it mess', *biking jelek* 'to make it bad', etc. A sample of three Papuan Malay text noted as a spontaneous conversation from Kluge (2015) can be used to show the former causatives.

“Marta: *yo, dong dua deng Wili tu biking pusing mama*
Yes, 3_{PL} two with Wili D.DIST make confused mother

Another example of the trivalent construction taken from Donohue & Sawaki (2007, p. 268) emphasized the stressing on the outcome of the manipulation as explained:

De=kase sa=pu=mama de uang/De=kase uang sama sa=pu=mama
 ‘He gave the money to my mother’

De=kase sa=pu=kaka dong uang/De=kase uang sama sa=pu=kaka
 ‘He gave the money to my elder brothers.’

These trivalent *kasi*-causatives ‘give’ describes the cultural features or cultural dimensions of individualism versus collectivism, especially about how Papuan Malay people define themselves and their relationships with others. In an collectivist culture, like in this case Papuan Malay culture, the interest of the group prevails over the interest of individual. It is showed from the word *kasi* that other groups are taken into account in a major way when goals are set. In other words, by using the word *kasi*, the speakers of Papuan Malay emphasize the relationship among people in a greater degree and stress the interdependent activities. To be different with the individualist culture, people are not socially defined by his/her family name but by his/her accomplishments, while in the collectivist culture, family name might places someone in society much more than any of his/her accomplishment. In that, for people with collectivist culture, it is important to behave in order to keep the family name goodness or the extended family reputation in the society. These cultural values might be then useful to be used in second language teaching by contrasting these two different values, since it is important to act in individualist culture in workplace where the employer-employee relationship tends to be established by contract, and hiring and promotion decisions are based on skills and rules.

The reciprocal clauses formed with the reciprocity maker *baku* ‘RECP’, in these clauses, two predictions are presented as one, with two participants equivalently acting upon each other. For example, *baku sayang* ‘to love each other’, *baku suka* ‘to like each other’, *baku tolong* ‘to help each other’, *baku marah* ‘to argue each other’, *baku pukul* ‘to beat each other’, *baku peduli* ‘to care about each other’, etc. These reciprocal clauses formed with the reciprocity maker *baku* ‘RECP’ in Papuan Malay language describes the dimension of power distance or the way the culture deals with inequalities. Hofstede (in Jandt, 2004, p. 195) believes that power distance is learned early in families, whereas in high power distance cultures, children are expected to be obedient toward parents, as well as people are expected to display respect for those of higher status. These countries with such high power distance culture tend to be more authoritarian and may communicate in a way to limit interaction and reinforce the differences between people. The word *baku* in for the reciprocal clauses formed with the reciprocity maker *baku* ‘RECP’ show that although the Papuan Malay display respect and use a vocabulary that shows respects for those people of higher status like for priests, teachers, eldest, etc, but the word *baku* prove that there is a cultural features about the concept of “togetherness” both in positive and negative sense.

The existential clauses formed with the existential verb *ada* ‘exist’, there are two clauses types that can be distinguished: intransitive clauses with one core argument, and transitive clauses with two core arguments. In one-argument clauses, *ada* ‘exist’ precedes or follows the subject, or theme, depending on its definiteness. Existential clauses express existence, availability, or possession. For example, *ada pergi* ‘going out’, *ada keluar* ‘going

out/away', *ada tidur* 'the subject is here/at home but sleeping', *ada belajar* 'the subject is here/at home but studying', *ada pi main* 'the subject is not here/not available and is playing around', *ada kasih tau* 'the subject has told someone about something', *ada punya pacar* 'the subject possessed a girl/boy friend', *ada kerja* 'the subject is on his/her workplace right now', *ada berangkat* 'the subject is on his/her trip somewhere', etc. An example from a sample of a Papuan Malay personal narrative text Kluge (2015) elicited text can be used to show the existential clauses that expressed the existence of a subject from a conversation below:

'trus sa bilang begini, jangang, jangang pukul dia, kasiang, itu manusia, kamorang jangang pukul dia, saya tida mati, saya ada'
 then I said like this, 'don't, don't beat him! Poor thing, he's a human being, don't beat him, I'm not dead, I'm alive' (Literally: 'I exist')

The existential clauses formed with the existential verb *ada* 'exist' describe the extent to which people in a culture feel threatened by uncertain or unknown situations. In these cultures, such situations are avoided by maintaining strict codes of behavior and a belief in absolute truths. Cultures strong in uncertainty avoidance are active, aggressive, emotional, compulsive, security seeking, and intolerant; while cultures weak in uncertainty avoidance are contemplative, less aggressive, unemotional, relaxed, accepting personal risks, and relatively tolerant. Hofstede explained that students from high uncertain avoidance cultures expect their teacher to be experts, who have all the answers, and in workplace, there is an inner need to work hard, and there is a need for rules, precision, and punctuality. Students from low uncertainty avoidance cultures accept teachers who admit to not knowing all the answers, and in workplace, employees work hard only when needed, there are no more rules than are necessary, and precision and punctuality have to be learned. The existential clauses formed with the existential verb *ada* 'exist' shows that Papuan Malay language might be perceived as language with cultures weak in uncertain avoidance since the word *ada* seems to have a contradictive meaning with the other word in the clause, at the same time to show the unavailability as well.

Conclusion

EFL teacher plays an important role as a mediator of the foreign language cultures (Klippel, 1994, pp. 58-60) in terms of to help learners acquiring a foreign language. As a mediator of a foreign language cultures, it is crucial to have in mind that acquiring foreign language would reshape learners' cultural view point toward the target language and toward his own cultures and at the same time might be a good time to build the learners' character through infusing the cultural values from both language. Infusing cultural values might be viewed as build up learners' intercultural competence in the areas of affective domain such as attitude while making sure they acquire the linguistic knowledge and language skills. It then requires for the EFL teachers to be able to bring both the values of the students' cultural features of their local language in learning the foreign or target language. The finding suggests that it is important to establish courses of study for the EFL classroom where intercultural aspect and didactic application are explicitly to be taught in the classroom.

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DECREASING THE GAP: LINKING AND MATCHING BETWEEN ESP CURRICULUM AND NATIONAL QUALIFICATION FRAMEWORK (KKN)

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Abstract

Teaching and learning English process in vocational school is not easy as seen. It needs deep understanding to the goal of the material given. For years, there was gap between learning outcomes and the needs in the working scope area. Sometimes, the graduate could not compete with the competency or skill needed in working company or the material was overlapping that it was jump over too high to the basic needs. Overcoming the problem, there was national qualification framework which has standards for its level. The competency mandated was based on the needs in industrial scope, so that there will be decreasing gap between academic and industry. Based on the observation done last year, it was easier for lecturer and students to take new-designed material which complied with the national qualification framework. It was more focus and going deeper to an area of working competency.

Keywords: gap, vocational school, qualification framework

Background

Language is tool for communication with others. Since globalization soars, employees are criticized to be skilled in English, as it becomes international language. Nowadays, companies in Indonesia make it important for their workforce to achieve English as there is also ASEAN Economy Community. In this situation, Indonesian workers will compete with others coming from other countries.

Polytechnic, as one of institution engaged in vocational education, supply skillful workforce for companies. Thus, they are required to be able to complete the tasks at workplace professionally. And, they are also required to have good communication skill, moreover communicating in English. Students are emphasized to learn English for special purpose (ESP) since majoring in an area of work, such as marketing. To do so, it needs curriculum which is fit to demand of job at workplace.

In area of working, achieving English is potential for career advancement. As reported by Global English, 93% say that English is one requirement to get promotion (www.globalenglish.com). One whose English is better is seen as the right man to get promotion. It is prior to employee to complete the tasks which mostly need English.

Unfortunately, in Indonesia, acquiring English is something far beyond the hope. There is still a gap appears between learning process and performance at workplace. It is shown by its learning outcome which does not match with the needs of the companies. Frequently, the English performance of the employees can not fill in the gap when they take part at workplace. Overcoming the problem, government creates the framework of national qualification. It is for the purpose of standardized learning outcomes for the same level of education (www.kemenristekdikti.org).

Based on the situation, there is a need to make curriculum of English which provide students with communication skills predicted to be done at workplace in future. Thus, the research is aimed to analyze ESP curriculum which has been linking and matching with the National Qualification Framework (KKNI).

Research Method

The research was qualitatively done by observing and analyzing English class of Marketing Management for Electronics Industry at Polytechnic APP last year. There are four classes, consists of theory and practice class. The classes were observed through the curriculum, module, and classroom learning for the whole semester, which involve lecturer and students altogether. The research involves desktop research to gain more references or supporting data. The result of observation then transcribed into paragraphs and/or charts which enable the reader to understand.

Findings and Discussion

English for Special Purposes for Marketing

As foreign language, English is taught for years in Indonesia. It is recently taught since primary school to upper level of education. In many institutions, English becomes generic courses, although its major is not English. Thus, ESP has chosen to teach in order to embedding learning process to the situation at workplace.

Gatehouse (2001) cites Dudley-Evans (1997) in stating that ESP is defined to meet specific needs of the learner. Although ESP has often been divided into English for academic purposes (EAP) and English for occupational purposes (EOP), Knight, Lomperis, van Naerssen & Westerfield (2010) further clarify ESP when they divide language learners who need ESP into two categories:

1. Language learners who are in the process of developing expertise in their fields need English communication skills as tools in their training.
2. Language learners who are already experts in their fields need English communication skills as tools in their work.

To meet the needs of students gaining ESP, it requires to combine classroom performance, business content and communication, internship and careers (Knight, 2010). The ESP curriculum then embedded to each program at institution, for example marketing. As a marketer, it needs highly achievement in communication skills, since it has been front man in selling products, goods or service.

ESP for marketing will discuss all about things may happen during the selling period. Starting from how to take attention to people to take interest to the product, students are skilled with basic communication. Going through the process, it needs deep understanding to respond others in order to keep interaction. Thus, skills in selling are prior to teach, such as approaching customer, negotiating, and handling complaint.

Designing Curriculum of ESP for Marketing

Teaching English for university students brings different perspective than teaching at school. Students of upper level of education will look at themselves different from the previous level. The positive views seem to derive in part from the sense of being undergraduates in a prestigious institution, and taught by senior and well-qualified tutors.

These were particularly positive about these features of the university curriculum (Kiely, 2015):

- A focus on aspects of English other than grammar rules;
- The lack of memorization of texts;
- Knowledgeable, well-qualified teachers;
- Academic lectures rather than lessons in the classroom;
- The opportunity to study literature, such as Shakespeare.

Since it is ESP for marketing, there are several topics to discuss instead of grammar. The topics are more focus on aspect of marketing, which are derived from any related references, such as business media and insight from practitioners. Grammar is less to discuss, and inserted in some related topics.

Curriculum of ESP is alongside the main study, so that there are many marketing items to know. As it wishes that by the process, there are good learning outcomes. As the input in teaching and learning process, curriculum becomes very crucial. Lecturer encourages students who reluctantly learn ESP as it is only supporting lesson. Curriculum will impact the process and learning outcomes, without denying that method of teaching will also gaining a role in achievement. Here is the matrix of teaching and learning process of ESP:

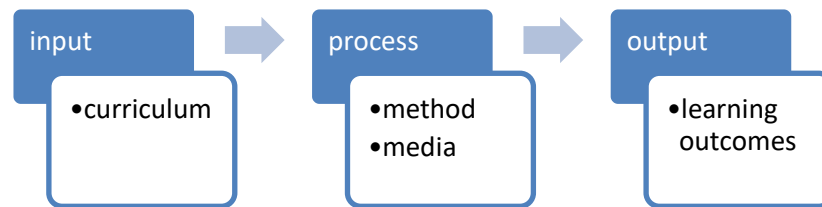


Figure 1. Matrix of Process of Teaching and Learning

The four basic elements become certain concern prior to be checked when they are at workplace. The approaches are based on its goal. Thus, it will in line with the learning outcomes. The goal is simply focus on an aspect to make easier to achieve. It covers business area, especially in marketing scope.

Table 1. Approaches of Language Elements

Elements	Goal	Approach
Reading	Understanding documents at work	Business document
Writing	Respond to letter, correspondence with client or customer	
Listening	Able to understand others' say	Business presentation
Speaking	Respond to others, promote, communicating brand	

Reading and writing skills can be achieved by comprehending business document, such as brochures, business letter, etc. To be advance in these skills, the students should have the ability to recognize items in business scope precisely. And soon, they will notice grammar rules in the writing.

The approach of listening and speaking ability can be through business presentation. By presenting business proposal, it will build the situation to be active listening and delivering persuasive speech to gain the interest of other student to take part by questioning. By this, the students will also be creative in all elements of language.

All those skills will be spread through 2 (two) kinds of classes, that are theory and practice class as mandated by institution. Theory class is done by giving information about the topics and preparation for practice class. These will be lead by a lecturer, and may be assisted by a person in practice class.

Teaching and learning process can be delivered through media, such as internet, game, or simulation. And the students are in charge in obtaining more information trough television, internet, and any publication. To cope with those all, the students hand in the module, in the form of information book and worksheet, this encloses all instructions to do in practice class.

Linking and Matching to National Qualification Framework

Indonesian National Qualifications Framework (KKNI) is the framework of qualifying human resources in Indonesia, which puts, equalizes, and integrates the education sector by training and work experience in a recognition scheme workability adapted to the structure in many employment sectors. As stated, KKNI claimed nine levels of qualification of human resources in Indonesia. Description of qualifications at every level KKNI comprehensively consider a whole learning outcomes, which can be produced by a process of formal, non-formal, informal, and experience to be able to work independently in good quality. Description of each level of qualifications were adapted to the development of science, technology or the arts, as well as supporting the development of sectors of the economy and people's welfare, such as industry, agriculture, health, law, and other related aspects (www.kemenristekdikti.org).

It is a kind of bridge with linking between academic and real work, which has many standards as guidance for every profession. It is arranged into many levels that will lead us know how high our competency is. In the level of academy, it equalizes with at least fifth level in national qualification framework. The output of this level is mandated to:

- Able complete wide-scoped task;
- Able to choose a method to finish the task;
- Perform themselves;
- Comprehend theory and able to finish procedural task;
- Take responsibility of individual and group work.

In marketing area, there is scheme of operational workers in fifth level or equal to diploma level. The scheme then separated into indicators or criteria of working to pass. There are indicators of marketing as cited in LSP Pemasaran:

Table 2. Scheme of Marketing Certification

Operational Marketer		
Identifying elements of company's marketing (1)		
Doing active communication (2)		
Doing business writing (3)		
Selling area	Service area	Brand area
Approaching to potential buyer (4)	Pursuit customer satisfaction (7)	Planning for a research (9)
Doing selling skill (5)	Handling complain (8)	Processing data execution (10)
Arranging selling activities plan (6)		Holding an event (11)

Source: www.lsppe.masaran.com

The scheme is produced after reconciling stakeholders, such as academicians, marketer, government, and representative of industry. Thus, it is basic skill to gain as operational workers. The skill will always be used at workplace so that it is important to achieve.

Since preparing for qualified marketer, the graduate is directed to seize all skills in the scheme, which consists of area of selling, service, and brand. It will complete the skill holistically. Breaking down the scheme, there are some topics served in the module: 1) company, 2) customer, 3) selling process, 4) market research. The topics will be spread sequentially since the beginning of semester. All topics will end in whole semester meetings. The topics above then interpreted into units. These units will lead the lecturer and the students to pass meeting by meeting. Here is the table to show it links to each other:

Table 3. Links between Curriculum and Criteria

	Unit	Learning focus		Related criteria
		theory	practice	
A	WHO AM I?	Elements of marketing	Self recognition	1
B	WHERE DO I WORK	Company	Marketing communication	1,2
C	WHAT WILL I SELL?	Product knowledge	Promoting	1,2
D	WHO IS MY CUSTOMER?	Customer	Welcoming guest	2,7
E	HOW TO SELL IT?	Selling process	Personal selling	4,5,6
F	CAN WE HAVE FURTHER DISCUSSION?	documents correspondence	Negotiating reporting	3
G	WHAT SHOULD I DO?	Customer satisfaction	Handling complain	7,8
H	HOW DO I KNOW CUSTOMERS?	market research	Doing research	9,10

	NEEDS AND WANTS?			
I	WHAT SHOULD I PROPOSE?	Business writing	Arranging business proposal	3
J	HOW CAN I COMMUNICATE THE BRAND?	Brand communication	Presenting	11

A unit in the curriculum covers at least a criteria on its standard of qualification. Basically, criteria (1), (2), and (3) become major criteria for professional marketing operational workers. Without passing it, the graduate can not take further criteria on its standard. So that is why these criteria link to several units. Criteria (1) is discussed in unit (A), (B), and (C), while the second criteria to be discussed in unit (B), (C), and (D). Criteria of business writing are discussed in the unit of correspondence and writing business proposal. The remaining criteria spread to the rest units.

Looking over the curriculum, it will go deeper to focus on the criteria, so that the students will be accustomed to talk about marketing items and inhabit to act professionally as marketing operational workers. By this grand design, it is a hope that it will cover all knowledge and skill that is officially needed by graduate to take part in industry. It is also to anticipate the needs of gaining certification which is held globally.

Benefit of Linking ESP Curriculum and National Qualification Framework

Linkage between ESP for marketing curriculum and national qualification framework (KKNI) give more benefit to apply:

- a. Eliminating the gap between learning outcomes and performance at workplace;
Student will be able to complete the task, although they are asked to finish it in English. The students will only take a look at the task may happen at workplace, not going so far to memorize grammar rules, for instance. They will also not discussing other part, limited to marketing and business scope.
- b. The students is more focus in learning;
By giving certain area to discuss, it may easier to students to achieve. The students are also accustomed to marketing items, so that they will not get lost in global era;
- c. The lecturer takes more time to see the students.
This means that lecturer will have more consideration about the advancement of all students. Slow learner will be given more attention. Thus he/she will take more attention to the student advancement.
- d. The academic situation is not full of fear of grammar rules;
Making less grammar rules to discuss will eliminate the fear to students. Majority fear of learning English is about grammar. This also becomes major shortage of the graduate in the country.
- e. Bringing new idea of material that complies with the need in industry.
Bringing new design of curriculum will improve the creativity for lecturer to arrange new material also. The material should discuss about something about marketing phenomena which may occur in the real situation.

Conclusion

Jumping to the conclusion of the research, it needs more consideration to all lecturers of ESP to link the learning outcomes to performance at workplace, which interpreted into criteria of working scheme. If it is applied, there is no doubt that learning outcomes will fit to criteria based on the standard of working qualification in the country.

The design will bring new phenomena to the academic situation that everyone involved will feel more engaged to the real situation at workplace. It emphasized to all parts to gain more working competitiveness by equipping them with good qualification of working.

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DESIGNING ENGLISH SYLLABUS BASED ON ENGLISH FOR SPECIFIC PURPOSES APPROACH FOR NON-EDUCATIONAL FACULTIES OF UNIVERSITAS NEGERI GORONTALO

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ABSTRACT

Teaching English to non-educational faculties' students is considered important to provide the students with the English knowledge, skills, and competence which will enable them to use the English skills in their fields of study or even to support them on their future work field. The core problem of teaching English to students in non-educational faculties in State University of Gorontalo is that the English syllabuses used is not based on the students' learning needs and on the curriculum of their study programs. Some studies suggested that rooting on the students' learning needs in designing syllabus will give more benefits to students, as stated by Heredia (2000) that "ESP is a branch of teaching English as a second language according to the needs of the learner and similar to this is the syllabus which must address the specific needs of the learner". Therefore, in overcoming this problem, we intend to design syllabuses for non-educational faculties' students through research and development (R and D) method. The syllabus is designed based on the *English for Specific Purposes* approach, by applying a model of learning design ADDIE (Analysis, Design, Development, Implementation and Evaluation) proposed by Dick and Carey (2001). The main goal of this research is the improvement of students' English skills and competence in accordance with their field of study. It is expected that the result of this research can solve all the teaching-learning problems at non-educational faculties in the State University of Gorontalo, and in turn, can improve the students' English skills and competences.

Key words: syllabus, English for Specific Purposes, English Skills and Competences.

Introduction

English subject is one of general courses that must be participated by every student at the State University of Gorontalo. This course aims to equip students with the English skills both in oral and in written form, for the short term and long term. The short-term benefits of learning English is to equip students with the language skills that will help and facilitate them in learning process of specific subjects in their major, particularly for the majors which use many English terminologies in learning process. While the long-term benefits of learning English are to support and to create aqualified graduate who are able to compete in work field.

Ideally, the English subject which is taught to non-English department student is English for Specific Purposes (ESP). ESP is an English language teaching aims to equip students with the skills and language components according to their fields of study. It is supported by the opinion of Mohammed (2012, p. 249) that defines ESP as "a learning language for Achieving a specific purpose of a learner, say, for being able to communicate with others (business purposes), to read and write in biology (biological purposes)." Moreover, Heredia (in Mohammed, 2012, p. 250) also stated the same thing, that "ESP is a branch of teaching English as a second language according to the needs of the learner and similar to this is the syllabus which must address the specific needs of the learner ". Therefore, based on those opinions, English for Specific Purposes can be summed up as the English language teaching based on the students' need for oral and written communication with a syllabus which is based on students' necessity.

In accordance with the using of specific or special terms, then the purpose of the English teaching based on ESP will lead to the mastery of English skill that specific to a particular field of study. In other words, English on ESP can support the students' knowledge of the field of study in their study programs or departments. Therefore, the preparation of syllabus and teaching materials in English subject must be appropriate with the student needs.

Need analysis is the entire activity that is conducted to collect information about learners in terms of learning needs, desire and passion of them. As stated by Nunan (1988, p. 75) that "need analysis Refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design". This statement is supported by Casper (2003) that need analysis is a sequence of activities to gather information on the needs, desire and expectation of student learning. In addition of considering students' needs, it should be observed also the expectation and desire of a teacher, management, and other parts that may have an impact on the learning process.

After the implementation of the needs analysis and get its result then these results can be used to determine the objectives of learning program. These targets can be stated in the form of specific teaching objectives which in its turn make the basis to create the lesson plans, teaching materials, tests, assignments and learning activities. This is consistent with Carter's statement in 2003 that the information gathered through the needs analysis process can be used to define learning objectives. These objectives may be included in specific learning objective which can be the basis for developing lesson plans, materials, tests, assignments and other learning activities.

The problem nowadays is the use of English teaching syllabus in State University of Gorontalo is still far from the essence of the English for specific purposes. In other words, the materials which listed in syllabuses are still general and do not refer to specific fields of study. Obviously, the skills and language components also are still in general and not able to fulfill student needs in accordance with their fields of study. In addition, there is a different variation of syllabus among teachers

that leads to different understanding to students. To overcome the variation of syllabus and teaching materials, the teachers in English department had composed a book entitled “English for University Students” in 2013. This book contains a general teaching material which is addressed for all departments except English department. However, the problem is the book is not designed according to the needs of students in certain study program, so the purpose of its use is still far from criteria of ESP.

The purpose of this research is to improve the English competence of students by: 1) identifying students’ learning needs on English subject; 2) analyzing the curriculum of non-educational study programs; 3) designing and developing English course syllabus based on ESP for non-educational faculties in State University of Gorontalo to solve the problem of English learning and to fulfill students’ learning needs.

Research Method

This study uses research design and development (Research and Development) learning system (Sugiyono, 2014) by applying ADDIE model (Analysis, Design, Development, Implementation and Evaluation) and the 4D model (Define, Design, Development and Dissemination). The data are: students’ needs of learning English which are identified through questionnaire, the curriculum document of non-educational study programs, the previous syllabus documents used by lecturers in teaching English. All collected data becomes the basic reference in composing ESP syllabus. The results of data analysis are presented in descriptive form. The steps of this study refer to ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) which is developed by Dick and Carrey (2001) to design syllabus.

Analysis

The first step of this phase is to identify learning model in English subject that has been conducted previously. Learning model in English subject which has been applied is not able to overcome the learning problem yet. For example, students are not interested in the learning material because it cannot attract their attention. The topics of study are also not prepared yet based on the identification of students’ learning needs and it is not appropriate with the characteristics of study programs of each faculty. Likewise, the learning process is carried out by using traditional method and the learning condition does not utilize technology facilitation. That is why learning model should be changed to be based on ESP. Thus, to design a new model of learning, we conduct several activities as the beginning of learning model design based on ESP.

The next step of this research is the identification of students’ learning needs by using questionnaire. It begins by making a questionnaire based on the indicator of students’ learning needs. Furthermore, the questionnaires were filled by students. Not all students were taken as the respondents, but it took sample by using random sampling. This study is carried out to facilitate the researcher in analyzing the result of

questionnaire and to minimize time, also considering number of students in each study program.

The final analysis step of this research is a curriculum analysis of study program. The data collection of curriculum aims to obtain the additional information about the characteristics of study program also its vision and mission in the future. So the design of the English subject syllabus based on ESP does not only refer to the learning needs of student, but also consider the characteristic of study program through the vision and mission reflected in the curriculum. Therefore, the result of identification of student learning needs which is matched to the curriculum of study program becomes the reference for determining the topics of learning. Syllabus documentation and teaching material from previous lecturers will also support the determination of theme and topics.

Design

Based on the identification result of students' learning needs and the analysis of curriculum, the first year output of this research is general syllabus on 6 faculties. The syllabus design is the main activity involving several stages. First, determining the name of subject and the number of credits; second, the description of subject will be more specified on the basis of competence which should be achieved by students; third, designing a learning experience which is adapted to teaching materials; fourth, the selection of appropriate teaching methods, techniques, and appropriate assessment tools; and The last step is the identification of the source of learning used as a reference.

Development

Syllabus development is conducted by verifying with the competent expert in educational technology field, lesson plan design field and science application field. Verification with the expert is conducted to obtain information, correction and additional ideas to improve the outcome of this study. The result of corrections and suggestions from the expert is used as an evaluation to revise the syllabus before it will be implemented in small groups.

Implementation

The implementation means the plan of implementing the teaching English based on ESP in real situations in the classroom. Several classes which are tested using new learning model are chosen randomly; that is one study program for each faculty. Thus there are 6 classes as the experimental classes of learning model implementation based on ESP.

Evaluation

The evaluation is conducted to measure whether the syllabus of English based on ESP is effective or not in improving students' English skills and competences. The

result of learning evaluation is used by researcher to make revision for the improvement of new learning model.

Findings and Discussion

This research aims to design an English course syllabuses based on English for Specific Purposes (ESP) approach for non-educational faculties in State University of Gorontalo. To obtain a syllabus that truly fit the needs of students, the process of designing syllabus is carried out through three stages; the first is identifying the learning needs of students through giving them questionnaire, the second is analyzing curriculum of each non-educational Study Program, and the last step is designing and developing the syllabuses of English courses based on ESP approach.

The results of data analysis on the questionnaire shows that most of students in non-educational Study Program have an expectation that English class can be a place for them to improve their reading and writing skill, because both of these skills will give more benefit either for supporting their activities during studying in university or for having a good job later in the future. Therefore, both of the language skills get the priority in the syllabus design for most of the non-educational Study Programs. Mastering the reading skills is urgently needed by the students to understand the various English references related to their field of study, and having this skill will definitely make them easier to get involved in the teaching-learning activities in their Study Programs. In the syllabus design, the effort to improve students' reading skills is manifested in the form of giving more reading texts relevant to each major of the non-educational Study Program. Moreover, having the writing skill is also important for the students to support their competences in writing abstract for thesis, writing job application letter, and variety of other interests that require English as the means of communication. Some other Study Programs also have expectations to improve the students' speaking skill through English course learning activities. The ability to speak and to communicate in English is needed by students in several activities, such as having the Job Training to English speaking countries, having presentations, taking part in various English competitions, and many other purposes. For the listening skill, despite having the lowest percentage but this skill is needed by students to comprehend English spoken language either in having communication or being the listeners of a speech and etc. Mastering listening skill will basically support the students' ability in speaking skills.

From the two language components offered in the questionnaire, the vocabulary obtains the higher percentage than grammar. This means that most students of non-educational Study Programs require more materials and practices that can enrich their vocabulary, especially the terminologies that have relevance to their fields of study. It is also suggested that grammar can be integrated in every lesson topic. In this case, the students need to learn grammar by its function or use, or they need to learn how grammar is implemented in spoken or written forms.

Furthermore, Results of the curriculum analysis indicate that English subject is very useful for non-educational Study Program students to support the students' competence, especially during the process of studying the subjects of their majors. Most of the teaching-learning activities in non-educational Study Programs use English terminology and references, so students are required to have English skills. Furthermore, there are several Study Programs that require students to use at least three scientific journals as the references for their thesis. It indicates that studying English based on ESP is a necessity for students in non-educational Study Programs, both for the short term and long term benefits.

The results of the questionnaire and curriculum analysis are then used as the basis of the syllabus designs. There are some steps conducted during the process of designing the syllabus. The process of designing syllabus involves the English lecturers as the team of syllabus design. Before designing the syllabus, the research team gave some explanation to the lecturers about the process and the requirements of syllabus design. First is giving them an explanation about the objective of research; that this research is intended to design the English course syllabus based on ESP approach, and also the syllabus will be the guide for the English teaching-learning to non-educational faculties in State University of Gorontalo. This syllabus will also be submitted to each non-educational Study Program as an archive of the Study Program. Second is giving them an explanation about the concept of ESP as the approach used to design the syllabus. The use of ESP approach is intended to provide students with the teaching and learning activities that based on their English learning needs, either for short-term benefits or academic purposes and long-term benefits or occupational purposes, and the English material is expectedly characterized by the vision and mission of each Study Program. By using this approach, the process of learning English will be more effective. Third is giving the explanation about the components of syllabus; that an ideal syllabus must be based on KKKNI. Each lecturer was given the guideline of KKKNI syllabus. Fourth is giving the explanation about the results of students' learning needs analysis and the result of curriculum analysis of each non-educational Study Program. The information about those results of analysis becomes the primary guides of syllabus design.

The process of designing syllabus is started by determining the identity of the subjects: name of the course, number of credits, code of credits and prerequisite subjects. The next step is explaining the course descriptions by regarding the results of students learning needs analysis and curriculum analysis. Course description explains the purpose of learning, the requirements to be able to take the course, and the main topics that will be covered in the learning activities. Course descriptions are then divided into the learning objectives and learning indicators. The objective of learning contains the ability expected from the students who will take the course, then it is described in more detail at the indicators of learning that consist of cognitive, psychomotor, and affective aspects. The next step is determining the teaching method. The teaching method used in the syllabus is varied and determined based on students learning needs, and also adjusted to the level of difficulty of the material.

The learning material is divided into several topics and sub topics based on learning indicators and the themes that have been determined in the course descriptions. Another important component of the syllabus is the criteria of assessment which must be in accordance with the indicators of learning achievement, in order that the students' competence is able to be measured. The last one is the completeness of learning resources as the main media in teaching and learning process. It can also make the lecturers easier to find and compile the teaching materials to be more varied.

There are several important corrections and suggestions from the syllabus verifier about the result of syllabus design: the first is the action verbs used in the indicators must be based on taxonomy Bloom and in accordance with the level of University students' competence, the second is there must be a difference between the verbs used in learning objectives and learning indicators, and the last is there must be a linkage among the criteria of assessment, learning indicators, and the completeness of learning resources.

In the second step of syllabus design, the research team submitted the results of verification of syllabus to the team of lecturers for further improved. The result of verification is divided into two parts; the results of verification in general and the results of verification in specific. In general, the verifier emphasized that the use of action verbs in learning objectives must be different from the verbs used in learning indicators. The learning objectives also have specific characteristics, that it must be stated with some clear statements, such as '*students are Able to*', '*students have to*', or '*ability to know*'.

Besides, there are some corrections given toward the component of learning indicators, such as the differences in the use of action verbs in indicators of cognitive, psychomotor and affective aspects. The action verbs on cognitive aspects require students to demonstrate what they know, psychomotor aspect requires students to demonstrate what they are doing, and the affective aspect requires students' to show good attitudes as the result of learning process. The indicator on the affective aspects must contain more expectations than the aspects of cognitive and psychomotor aspects. The verifier also reminded that the verb '*to memorize*' do not correspond to the level of university students because it is categorized in the lowest rank in taxonomic level. Therefore, the team of researchers and syllabus drafting team agreed to keep using Bloom taxonomy in level C1 with the consideration that the ability of students varies because they come from different variety of Senior High Schools. Thus, each taxonomy level remains on the course syllabus of English based on ESP.

During the process of designing syllabuses, the English lecturers benefited greatly from the syllabus verification by the verifier and also the detailed explanation by the research team about the things that should be fixed on each component of the syllabus, because it facilitates them and make them easier in designing the syllabuses. Therefore, at the second stage of syllabus design, the team has the chance to correct the syllabus either in its minor or major mistakes.

Conclusion

The use of the syllabus in teaching-learning activities should ideally be based on the students' learning needs. Through this research, we designed syllabuses of English course based on English for Specific Purposes approach for the students in non-educational Study Program of State University of Gorontalo. The process of designing the syllabus begins with the identification of students' learning needs and curriculum analysis. The results of analysis are then used as the basis for designing the syllabus.

The results of questionnaire analysis generally indicate that students in non-educational study program require the English learning to improve their reading and writing skills. Therefore, both of these skills get the priority in the syllabus design. In addition, some study programs requires the mastery of speaking skills to deal with some conditions such as having the scientific presentations and giving counseling. As for the components of language, vocabulary obtains the higher percentage than grammar.

Results of the curriculum analysis show that studying English is very useful to students of non-educational study programs to support their competence regarding their field of study. In most of the study program, the learning process uses English terminology and references, so students are required to be able to mastery English skills.

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ENGLISH LEARNING MODEL IN RURAL JUNIOR HIGH SCHOOLS A CASE STUDY AT SMP SATU ATAP (SATAP) WARANGAN KECAMATAN PAKIS KABUPATEN MAGELANG

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Abstract

This study aims at revealing (a) the English learning model used by the English teachers at the rural junior high schools and (b) the quality of the existing instructional model used in rural Junior high schools. This study has an ex post facto design which exposes facts in reality without any treatment conducted. The research subjects are the students and teachers in SMP Satu Atap (SATAP) Warangan Kecamatan Pakis in magelang Regency which is situated at the slope of Mount Merbabu. The data are collected through in-depth interviews, observations, and document analysis. The results of the study shows that the model used in teaching English in SMP Satu Atap (SATAP) Warangan is teacher-centered with little participation of the students. The results of the test done by the teacher shows that the scores are still unsatisfying since they are under the standard score (KKM).

Key Words: ELM, Rural Junior High Schools

Introduction

Education in Indonesia is implemented based on The 1945 Constitution of Indonesian Republic in fourth paragraph which “is to promote general welfare, the intellectual life of the nation”. It can be understood that Indonesian government is obliged to develop the intellectual life of Indonesian nation in which everyone has the right to obtain education. The implementation is also based on Chapter XIII of this constitution about Education. Article 31, verse 1 states, “Every citizen has the right to obtain the teaching,” and verse 2 states, “The government strives for and implements a national teaching system which is regulated in laws”. It is obvious that Indonesian government has a big effort to develop education for Indonesian citizens and to build their characters. The government implements it in national system through which it is expected that all Indonesian students deserve the equal service of education.

As stated previously, getting education is the right of every Indonesian citizen. Every Indonesian citizen has the right to get 9-year education, from Elementary School to Junior High. Government provides facilities needed to support the program in the territory. The facilities are for all students from all schools throughout Indonesia, from Sabang to Merauke, and from cities to rural areas. Due to the transportation and accessibility constraints, however, those facilities touch only among schools in the cities and suburbs. The schools in rural areas are less well-served. The geographic location seems to be the biggest obstacle for them in having the facilities. These schools, consequently, have limited facilities and human resources therefore they find difficulties in running the teaching learning process. From the data given by the Head of *Unit Pelaksana Teknis* Ngablak and Pakis Sub district, it is clear that due to the transportation and geographical location, the Junior High Schools in this area cannot get the books and other resources from the government as quickly as those in cities or suburbs. The fact also shows that the books for the students reach the schools when the students almost face the

examination. Eventhough having very limited access and facilities, the schools conduct the process in such a way that the students will have at least similar material to those living in cities and suburbs based on the minimum standard set by the ministry.

Referring to the English teaching and learning in Indonesia, the government has regulated in Regulations, which are the Regulations of National Education Minister Number 22 year 2006 about Standard of Content and the Regulations of Republic Indonesia Number 20 Year 2003 about National Education System. In the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*, 2006), English lesson is taught from the fourth grade of Elementary School up to the twelfth grade of High School. In elementary school, English is an optional lesson as local content, while in junior high school and junior high school, English is a compulsory lesson. But this research discusses English teaching and learning in Junior High School only, specifically the eighth class which is further called Eighth Graders in this study. In the Regulations of Republic Indonesia Number 20 Year 2003 about National Education System Chapter X about Education, article 37, verse 1 “Basic and medium education curriculum obligates to involve: religion education, citizen education, language, mathematics, natural sciences, social sciences, art and culture, physical education and sport, skill/vocation, and local content”. Language here involves Indonesian language, local language, and English as an international language which is stated in explanation of the Regulations of Republic Indonesia Number 20 Year 2003 about National Education System. From those two regulations, it is clear that English lesson is a compulsory lesson for students in Indonesia.

As a compulsory lesson, English has a function as an international language for communication among people in the world both spoken and written. To communicate is to understand and express information, thought, feeling to develop science, technology, and culture. English lessons for Junior High School aims to develop the four basic skills namely listening, speaking, reading and writing to enable students to access the knowledge.

Research Method

This study has an ex post facto design which exposes facts in reality without any treatment conducted. An ex post facto investigation seeks to reveal the possible relationship by observing the existing conditions or state of affairs and searching back in time for plausible contributing factors (Simon and Goes, 2013)

The research subjects are the students and teachers in SMP Satu Atap (SATAP) Warangan Kecamatan Pakis in magelang Regency which is situated at the slope of Mount Merbabu. The data are collected through in-depth interviews, observations, and document analysis. This research is trying to reveal the answer of the question of “What is the learning model used in teaching English in SMP SATAP Warangan?”

Findings and Discussion

The research was done through observation and in-depth interviews with the teachers and students. The observation took place in SMP SATAP Warangan in Pais subdistricts in May 2016. The observation was conducted during the teaching learning proces in class. The writer also took pictures as the documents. The observation involved the activities of the teacher and students in class.

The interviews were done to both the teachers and students after the teaching learning process. Interviews took place in class and in the teachers’ room. Based on the observation and interviews done, it shows that the the learning model used in teaching English in SMP SATAP Warangan is teacher-centered. It reflects the characteristics of

the what had happened in the teaching learning process seen from the teacher and students's perspectives. The results of the observation and interviews can be seen below.

1. From the teacher's perspective

- a. The teacher is the role model in class.

The teacher is the main authority figure in class. Students only listen and follow what the teacher speaks and behaves in front of the class. The teacher retains full control of the classroom and its activities. The teacher directs all classroom activities, they don't have to worry that students will miss an important topic.

- b. The process is one-way teaching.

The teacher is explaining the material without having communication with the students. The teacher talks. The teacher sets all the material needed in class. Collaboration is discouraged. Teachers do not use any media in the teaching learning process. The teaching learning process takes place only in the classroom. The classroom remains orderly.

2. From the students' perspective

- a. Collaboration is beyond.

Students learn on their own, they learn to be independent and make their own decisions. The students do not have the opportunity to work together with their friends in doing the exercises. When doing the assignments in groups, the students are not motivated to work together. During activities, students work alone.

- b. Passive participation from the students is emphasized.

Students are viewed as "empty vessels" whose primary role is to passively receive information. The students sit down quietly listening to the teacher's explanation. Students put all of their focus on the teacher. They exclusively listen.

The situation does not occur naturally. The writer, then, tries to find out the excuses why the situation happens. From in-depth interviews with the students, teachers, officers, and some village leaders, it can be uncovered that it takes place in such a way because of several conditions as the excuses as follows:

1. The strong influence of Islamic norms in daily activities.

Religion plays a very strong role in Warangan's people. Since Islam is the major religion in this place, the norms and values from this religion have already been internalized in the majority of the people. For example, the way girls communicate with the opposite sex is not like the way it is now. Girls cannot have direct eye contact and physical contact with the opposite. This condition will discourage the activities if they work and have discussion or even have projects in group. A lot of fun and interesting activities set interaction and collaboration among the members of the group.

2. The strong bound with the local culture.

The behavior are inherited by their ancestors. The parents teach their children to do like the way they do. If they are not allowed to do something based on the local culture wisdom, they will never break this. They believe that if they behave like what their ancestors do, they will live safely. This kind of believe is hard to break even though sometimes the activities are irrational.

3. Geographical constraints.

The location is uneasy to access, even though the schools are next to the street. Some of the streets are well-maintained but some are not. It finds it difficult to reach the site. The streets are also far from being crowded. When passing alone, it feels really uneasy.

4. Limited manpower resources.

Competent teachers are the basic need for this school. It has limited number of teachers. Their competency also needs improvement. It badly influence the way they handle and carry out the class. Some teachers have double jobs here and there. They act as teachers and as officers. It reflects how school in this location need more manpower in conducting its practices. Trainings and workshops are badly needed by this school. It has motivation to join the activities but it has limited access to have such trainings and workshops.

5. Limited facilities.

They have limited facilities, such as books, laboratories (Natural Science, language, computer), internet connection, musical instruments, sanitation. Having such facilities, it has to undergo the teaching learning process as set by the ministry. As a result, the teaching media seems to be on the last priority for this school. The teaching and learning process is conducted in a very simple activity with minimum usage of media.

6. The schools have limited number of students.

This situation influences the number of classes as government has already set up the limitation of the class group. Having limited number of class and members of the class, the school finds it difficult to set the schedule and interesting activities for the class.

Conclusion and Suggestion

It can be concluded that the English learning model in SMP SATAP Warangan is teacher-centered. The characteristics depict the condition from two perspectives. First, the teacher is the role model in class and the process is one-way teaching. From the students' perspective, collaboration is beyond and passive participation from the students is emphasized.

The situation as such happens as the results of several conditions as the excuses. They are the strong influence of Islamic norms in daily activities, strong bound with the local culture, geographical constraints, limited manpower resources, limited facilities, and schools with limited number of students. Having seen the situation and condition in this school, as the representation of rural school, teachers are suggested to improve their competency so that they can conduct interesting activities when teaching. Researchers are suggested to have researches in schools in rural areas since the schools really need improving in many kinds of aspects.

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DEVELOPING STUDENTS' READING COMPREHENSION BY USING COLLABORATIVE STRATEGIC READING

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Abstract

The purposes of the research are to know that the use of Collaborative Strategic Reading (CSR) to give improvement in students' learning motivation. Besides, the writers want to know about the students' proficiency in reading comprehension. By using this strategy, the students could comprehend the idea easier and reach optimal results in reading. The subject of the research is students of English Department, Faculty of Education and Teacher Training who take reading 2 class. There are 120 students that are divided into four classes, but the writers only take one class as the subject. The procedures of the action research are conducted through a pre-cycle and three cycles. To get the data needed, the writers used observation, questionnaire and reading comprehension test.

Key words: reading comprehension, collaborative strategic reading

Introduction

Much literature and information are expressed in English printed materials. Thus, reading becomes one of the most important skills for academic learning and success. Reading is a very active process because it works as a way of communication between a writer and a reader in the form of written texts. It engages the reader in a kind of mental exercise. It is not just an act of going through the text; rather it demands certain attitudes and reactions on the part of the reader towards the text. This skill will guide the readers to understand the idea or the information of a text that is delivered by the writer. Reading is often regarded as a twofold process: the first thing involved in reading is to identify and recognize the written symbols (words); next step is to straighten the way for perception and internalization of the meaning (Canwall and Karim, 2014).

There are three leveled-definitions of reading Based on Canwall and Karim (2014). The first one is reading as an interpretative or decoding skill as it engages the reader to decode the textual message. Their meanings are interpreted by identifying printed symbols. The second one is reading in terms of an interactive process. For example Alyousef (2005) explains that interactions between a reader and a text leads dynamically with the text as he/she tries to elicit the meaning through linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). The last one is reading as an active, conceptual, thinking process. It is in line with Zare (2013) that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. Alyousef (2005) states that the cognitive tasks involved in reading is as well as the various activities teachers use in teaching reading comprehension. Comprehension or reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. These are processes used by the learner to enhance reading comprehension and overcome comprehension failures.(Naseri and Zaferanieh: 2012). It is also supported by Anastasiou and Griva (2009). They state that reading strategies are of interest not only for what they reveal about the ways readers manage their interaction with the text, but also for how the use of strategies is related to effective reading comprehension. Hence, reading strategies show correlation with reading

comprehension, and studies also show that low and high proficient students may use different strategies to comprehend a text. Besides, students may not know how to use strategies effectively, or some strategies are just not effective to help the reading process. (Tobing: 2013)

Glenberg (2011) argues that reading comprehension, much like comprehension of situations and comprehension of oral language, is similar. In all cases, comprehension is the ability to take effective action on the basis of affordances related to the body, the physical world, and personal goals and cultural norms. In language contexts, action-based comprehension arises from simulating the linguistic content using neural and bodily systems of perception, action, and emotion.

A number of studies had been conducted in teaching reading strategies. (Zare, 2013; Naseri and Zaferanieh, 2012; Anastasiou and Griva, 2009; Tobing, 2013; Duke and Block, 2012). The findings of the researches showed students' word-reading skill, vocabulary and conceptual knowledge improve the study makes an attempt to explore the association between reading strategy use and reading comprehension achievement. So, it can be concluded that reading strategies is techniques and methods that readers use to make their reading successful.

In different study, Zare and Othman (2013) concluded that the use of reading strategies had a positive and strong correlation with reading comprehension achievement among Malaysian English Second Language (ESL) learners. The study concludes that strategy use in general, and reading strategies in particular can assist the ESL learners improve their reading comprehension. In this regard, the language instructors need take their students learning strategies into considerations and try to recognize and identify these strategies in order to support less successful student to achieve success and master the target language.

Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to promote better comprehension in the content area learning. It also teaches students reading comprehension while working in small cooperative groups (Vaughn et al 2013: Zoghy, Mustapha and Maasum, 2010).

There are some studies in CSR examined the effects and collaborative strategic reading (CSR) on reading comprehension outcome. Vaughn et al (2013) examined the effects and fidelity of collaborative strategic reading (CSR) implemented by experienced teachers on the reading comprehension outcomes of students in English/Language Arts (ELA) or Reading classes. The findings indicate that CSR give bigger effect when implemented in ELA classrooms compared to Reading classrooms. Other research by Zoghy, Mustapha and Maasum (2010). They study about the effect of the Modified Collaborative Strategic Reading (MCSR) technique in enhancing university-level first-years' EFL reading comprehension. MCSR is a modified version of Collaborative Strategic Reading (CSR) which combines cooperative learning and reading strategy instruction (Klingner & Vaughn, 1996).

Rozak, Ngadiso and Asib (2012) divided CSR into four reading comprehension strategies that are applied before, during, and after reading. While Abidin and Riswanto (2012) stated that CSR strategies consist of preview the text, click and clunk, get the gist and wrap up. In line with that, the students' strategies include previewing the text. Teacher gives ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph. After that, teacher states "getting the gist" of the most important parts of the text. Finally teacher and students decide "wrapping up" key ideas (Hitchcock et al, 2009). So, in brief CSR strategies consist of preview the text, click and clunk, get the gist, and ended with wrap up

The students take a role as a reader of the text in the classroom context of reading comprehension. It means that they must be able to comprehend the reading materials which are stated in the written texts. In Tidar University, students get reading subjects started from the first semester up to the six semester. In semester first to third semester they get reading 1, reading 2 and reading 3. The fourth semester to sixth semester, they get extensive reading 1, extensive reading 2 and extensive reading 3.

The learning process of reading involved students' activity to read the written text individually. But, students have difficulties to comprehend the main ideas from the text. To overcome this situation the lecturer should generate students' interest by applying the various techniques and selecting the proper text. By using the good technique in teaching, the students could comprehend the idea easier and reached optimal results in reading.

One of the techniques in teaching reading which guides the students for being able to collaborate well with others is Collaborative Strategic Reading (CSR). Vaughn et al (2013) said that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Student roles are the important aspect of CSR because cooperative learning seems to work best when group members have been assigned a meaningful task. So, it can be considered that it is a good technique because the students are not only encouraged to work together in a well-structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks. Therefore, considering the explanation above, the writers try to develop the students' reading comprehension by using Collaborative Strategic Reading.

Based on the facts above, the writers seek answers on the use of Collaborative Strategic Reading can improve learning motivation and reading comprehension of the second semester students of English Department, FKIP, Untidar in the academic year 2015/2016.

Research Method

Since this is an action research so the writers take students of English Department, Faculty of Education and Teacher Training who take reading 2 class as the subject. There are 120 students that are divided into four classes. Since the limited time from the writers, they only take one class as the subject. The choosen class is C class that consist of 30 students.

The research takes place in reading 2 subject. The class contains students of the second semester. They are from different cultural and educational background. The procedures of the action research are conducted through pre-cycle, cycle I, cycle II and cycle III. Each cycle covers in 2 meetings. There are four procedures of this research, they are: planning, acting, observing, and reflecting.

The research data consist of non-test and test data. The non-test data or qualitative are observation, questionnaire, and documentation. The quantitative data are students' tests. The writers used quantitative and qualitative technique in analyzing data. In quantitative data, the analysis was compared with the score in Pre-cycle, Cycle I, II and III. The result of this research gave description about the percentage of improving reading comprehension by using collaborative strategic reading. The next data were taken from qualitative data. The result of qualitative data analysis are used to know the changing of students' behavior in learning process in Cycle I, II, and III.

Findings and Discussion

This research was conducted in three cycles. There were six meetings and each cycle consisted of two meetings. Pre cycle test was conducted on March 7th, 2016. In

Cycle I, the first meeting was done on March 14th, 2016 and the second one was on March 28th, 2016. In Cycle Two, the first meeting was done on April 11th, 2016 and the second one was done on April 25th, 2016. The next cycle is cycle III. It was conducted on May 16th 2016 for the first meeting and the second one was on May 30th, 2016.

From the result of observation in the research, it can be seen that in the pre-cycle the students' motivation in learning English, especially in learning reading is still under the expectation. The motivation of the students to listen to the teachers' explanation is still low. The average of the students' motivation is only 51.67%. It means that only a few of them are motivated. The questionnaire shows their low motivation in learning process.

In cycle I, the students have the lowest participation in giving comment and making notes during the learning process. But most of them can do the evaluation sheet and can do the task on time. It can be stated that the students still have low motivation, however they make an improvement from the pre-cycle. From the questionnaire it can also be seen that there is an improvement in the students' motivation. The average of their participation is 55.67%.

In cycle II the students have the higher participation in giving comment and asking questions about the material during the learning process. The percentage of it is also increasing. The average of the students who have participation is 75.33%. In cycle III, it shows the increasing number of the students who have participated in. The students have the lowest participation in asking questions about the material during the learning process. The students have the highest participation in asking questions about the material during the learning process. The average of the students who are motivated in the learning process is 77.06%. The diagram about the qualitative data analyses can be seen in diagram 1.

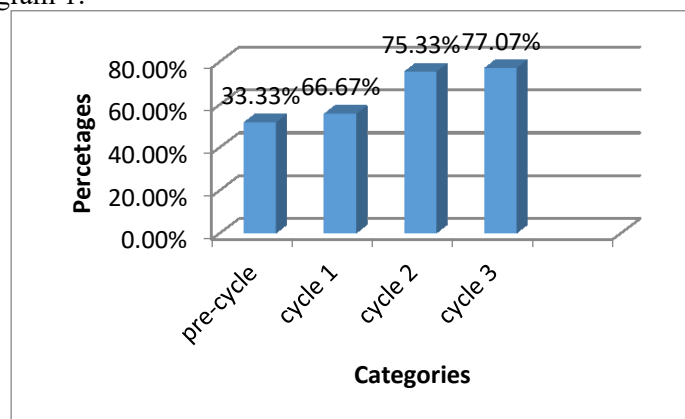


Diagram 1. The improvement of students' learning motivation

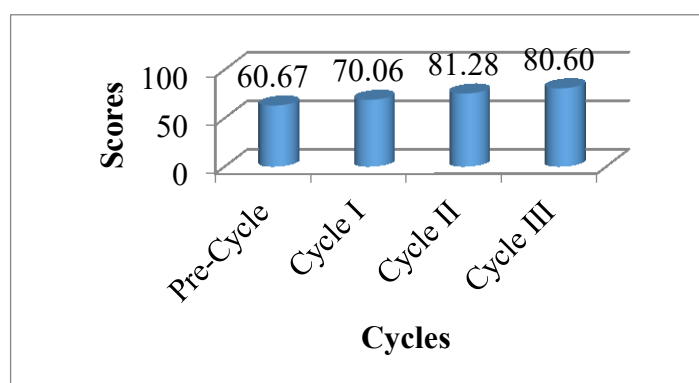
The writer compared the test result of Pre-Cycle, Cycle I Cycle II and Cycle III to know the improvement of students' reading skill. The clear improvement can be seen in the table 1 as follows:

Table 1. The Result of Reading Test in All Cycles

Assessment Aspect	Mean of Score				Improvement		
	PC	CI	CII	CIII	PC-CI	CI-CII	CII-CIII
Reading Skill	62.83	68.70	75.20	80.60	5.87	6.50	5.40

Based on table 1, it shows that the average of the test result in Pre-Cycle was low. It was 62.83 and it belongs to poor category. In the cycle I, there is improvement about 5.87 from Pre-Cycle test. It is 68.70. Although it increases but it still in the same category with pre-cycle. Then, the writers succeed to increase the average score in Cycle II that is 75.20. It belongs to good category and the improvement is 6.50 from Cycle I. Since it is not good enough, the writers decided to continue to the next cycle. In cycle III, the average score is 80.60 and it belongs to good category also.

Diagram 2. The result of reading test



Conclusion and Suggestion

Based on the analysis of the data in pre-cycle, cycle I and cycle II and cycle III test, the writers conclude that the use of Collaborative Strategic Reading can improve the learning motivation of the second semester students of English Department, FKIP, Untidar in the academic year 2015/2016. There are also good improvements of the reading test score of the second semester students of English Department, FKIP, Untidar. They are proficient enough in reading comprehension. The improvements can be seen from the students' increasing score and the students' motivation improvement in reading class from the pre-cycle, cycle I, cycle II, and cycle III

The writers also suggest that the lecturers should use various techniques in teaching reading to overcome the bored situation and to motivate them in learning English. Collaborative Strategic Reading is one of the interesting techniques in teaching reading skill for university students. However, the lecturer has to conquer the weaknesses of Collaborative Strategic Reading by managing the class well and having good time in teaching Reading because some students sometimes rely on other students.

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CORRECTIVE FEEDBACK AND LEARNER UPTAKE IN AN ADULT EFL CLASSROOM: AN ANALYSIS OF VIDEO DEMO “THE LANGUAGE HOUSE TEFL” PRAGUE

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Abstract

This study examined corrective feedback in an adult EFL classroom of the language house TEFL in Prague. There were two objectives addressed, namely 1) to find out types of corrective feedback used by the teacher and 2) to investigate types of uptakes made by learners. This present study employed descriptive study. In order to obtain the corrective feedback used by the teacher and the uptake given by the students, the researcher studied transcription from a video demo made by the language house prague. The study revealed two findings. First, there are two types of corrective feedback used by the teacher, namely recast and multiple feedback. Second, there were three repair types of learner uptake, namely repetition, incorporation, and self-repair and there was only one still needs-repair, namely, different error. However, this study contained several limitation. The video demo provided was only 15 minutes 54 seconds so that just few evidences found. The other limitation was inaudible uptakes made by students in terms of low voice.

Keywords: corrective feedback, learner uptake, EFL classroom

Introduction

Teaching English as a foreign language has its difficulty. There are several challenges to be solved in order to help students mastering the target language. The challenges are not merely about the level of language proficiency mastered by the students. Yet, there are some issues which are also being concerned, namely pragmatic transfer and pragmatic behavior. Those challenges should not be burdens for EFL teachers.

The challenges faced by EFL teachers are in all kinds of English skills, namely reading, listening, writing and speaking. Therefore, the hardest are in the productive skills, those are writing and speaking. In the productive skills, the teachers should be able to proactive in encouraging and assisting students. Thus, it is able to be motivation and betterment for students.

In productive skill, EFL students often produce errors. In order to help students, the teachers tend to use feedback. It is used in educational context for improving students' knowledge and skill (Moreno, 2004, cited in Shute, 2007). According to Lewis (2002), giving feedback means giving input to students' writing so that it directs the students to their improvement. The teachers help students to find their errors so that feedback can lead the students to improve their performance. Lewis (2002: 3-4) also says that providing feedback has five purposes, namely feedback provides information for teachers and students, feedback provides students with advice about learning, feedback provides students with language input, feedback is a form of motivation, and feedback can lead students towards autonomy.

In this paper, the researcher focuses on corrective feedback. Chaudron (1977, p.31) as cited in Panova & Lyster (2002) defines corrective feedback as “any reaction of

the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance". There are six types of corrective feedback, namely explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition (Lyster & Ranta, 1997). Therefore, they added one type of corrective feedback, namely multiple feedbacks. Meanwhile, uptake defines as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta, 1997 p. 49). They divided uptake into two, namely repair and still needs-repair. In repair, there are four types of corrective feedback; those are repetition, incorporation, self-repair and peer-repair. In still needs-repair, there are six types of corrective feedback, namely acknowledgment, same error, different error, off target, hesitation and partial error.

There are several studies conducted on corrective feedback. Lyster and Ranta (1997) conducted research on corrective feedback and learner uptake in four immersion classrooms. They used transcription to obtain corrective feedback and learner uptake. The result revealed that six types of feedback used by four teachers and the frequency and distribution of uptake following the types of feedback. Recent study conducted by Khunaivi and Hartono (2015). They investigate teacher and students' perspective on corrective feedback in teaching speaking. The approach used was descriptive qualitative study. The result revealed that the errors made by students were in pronunciation, grammatical and lexical. Therefore, the types of corrective feedbacks which were liked by most of students were explicit correction, repetition and pronunciation.

This present study intends to investigate corrective feedback in an adult intermediate EFL classroom of the language house TEFL in Prague. The previous studies employed observational classroom for hours to take the data. This study obtained the data from video demo produced by a language house in Prague. There were two objectives, namely 1) to find out types of corrective feedback used by the teacher and 2) to investigate types of uptakes made by learners after getting corrective feedback from the teacher.

Methodology

The researcher conducted this study by employing descriptive qualitative study. Holliday (2002) argues that qualitative research tends to look deeply into the phenomenon being investigated. This research also intended to look deeply on types of corrective feedback used by the teacher and uptake made by learners in an adult intermediate EFL classroom. Furthermore, this study aimed at giving a new insight into corrective feedback because there were no studies investigating corrective feedback on a video demo.

The subject of this research were a teacher and adult learners in a course named "The Language House TEFL" in Prague. The learners' proficiency level of English was intermediate. The data were gained from a video demo produced by the language house. The duration of the video was 15 minutes 54 seconds. Meanwhile, the instrument used was transcription.

The data were analyzed based on the transcription of corrective feedback and learner uptake proposed by Lyster and Ranta (1997). Then, the transcription of feedbacks coded based on the types of feedback, those were explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The same procedure also employed for learner uptake. The transcription of learners' uptake also coded based on the types of uptake, those were repair or still needs-repair. Repair uptake has four types; those are repetition, incorporation, self-repair and peer-repair. Therefore, still needs-

repair has six types, namely acknowledgment, same error, different error, off-target, hesitation, and partial repair. After analyzing the feedback and uptake, the researcher started to write the findings. Then, it was followed by discussion which was elaborated by the theories and previous research. Finally, the conclusion from the finding and discussion was drawn.

Finding and Discussion

There are two points that will be discussed in finding part related to the objectives of the study, namely types of corrective feedback used by the teacher and types of uptake made by learners.

First, it is about types of corrective feedback used by teacher. There were two corrective feedbacks which were given by the teacher. Those were in the process of teaching and learning process and in the end of the session. In the first explanation will be corrective feedbacks which were in the process of teaching and learning process. The teacher used recast to correct learners' errors. The feedback took place in minute 1:52. The detail example is in the following excerpt.

Excerpt 1 Feedback (Recast)

T: Michal, over here (pointing white board). Have you ever had a bad day?

S: Yes, of course. It's umm... normal. Everyone sometimes have bad day. (Error, grammatical)

T: has (Feedback, Recast).

S: has a bad day.

In Excerpt 1, the teacher used recast to correct learner's grammatical error. The teacher reformulated the utterance which indicated the error but he did not state explicitly about the error.

The other example of types of feedback was also recast. It took place in minute 8:07. The teacher gave implicit correct utterance. The following is the example.

Excerpt 2 Feedback (Recast)

S:...umm... you should have (inaudible)

T: brought (Feedback, Recast).

S: brought.

The above example clearly stated that the teacher employed recast in his feedback. By mentioning the right utterance to correct learner's error without explicitly stated the error.

The third and forth examples of corrective feedback were recast. Those took place in minute 10.05 and 10.09. Excerpt 3 will give the detail examples of the errors and feedbacks given.

Excerpt 3 Feedback (Recast)

S: You should umm... (Error)

T: should've (Feedback, Recast)

S: You should've apology your (inaudible)

T: apologize (Feedback, Recast)

S: apologize (inaudible)

Those three examples of corrective feedback were recast. Again, the teacher's strategies in correcting students' errors were the highlight of the correct forms of the utterances yet minus the error.

In the second explanation will be corrective feedback which took place in the end of the session to sum up the errors made in the activation part. The teacher wrote the errors in the white board. The first example is in the following.

Excerpt 4 Feedback (Multiple feedbacks)

T: You should have been prepare. Something here (pointing prepare). You should prepare, it's fine. You should have been prepare...d (feedback, multiple feedback (elicitation and repetition))

S: prepared (repair, repetition)

T: prepared (adding 'd' in the whiteboard). Good.

In the example above, the teacher employed *multiple feedbacks* which were combination of elicitation and repetition. It was because the teacher elicited the correct form of the utterance by giving short pause in order to be continued by learners. Therefore, he also repeated the incorrect utterance so that the incorrect one was clearly isolated.

The other examples of corrective feedback also occurred in the end of the class. It was multiple-feedback, namely elicitation and repetition. Excerpt 5 will give the detail example.

Excerpt 5 Feedback (Multiple-feedback)

T: I forgot buy (pointing the space between forgot and buy). (Feedback, multiple feedback (elicitation and repetition))

S: to

T: Good (write 'to' between forgot and buy).

Excerpt 5 gave example of multiple feedbacks which were elicitation and repetition. It was elicitation because the teacher pointed the space where the error occurred. Meanwhile, repetition used because the teacher repeated the incorrect utterance produced by learner in the activation.

The last example was also multiple feedbacks. The teacher gave two types of corrective feedbacks, those were elicitation and repetition. It was because the teacher pointed the incorrect form of learner's utterance. Therefore, he also repeated by giving different intonation about the incorrect utterance so that the incorrect form was highlighted. The detail example is in Excerpt 6.

Excerpt 6 Feedback (Multiple feedbacks)

T: Once every two month (pointing the word 'month'). (Feedback, multiple feedback (elicitation and repetition))

Ss: months. (Repair)

T: Months. Good (writing 's' in the word 'months').

From the first objective of the study which was to find out types of feedback given by the teacher, the researcher can conclude that there were two types of corrective feedback, namely recast and multiple feedbacks. Recast was used to correct learners' errors in the process of teaching and learning. Therefore, multiple feedbacks were used to correct students' error in the end of the class. Types of multiple feedbacks used by the teacher were the combination of elicitation and repetition.

The findings showed that recast took half of corrective feedback used by the teacher. The teacher used the technique to reformulate learner's utterance but minus the error (Lyster & Ranta, 1997). It is in line with the study which was conducted by Safari (2013). She found that recast occurred over half of total corrective feedbacks types used

by the teacher. The other researcher who also had the same finding was Suzuki (2005). The finding also revealed that recast was the most used technique. It took more than half types of corrective feedback used. Panova & Lyster (2002), said that the prominent corrective feedback was recast.

The other types of corrective feedback found in was multiple feedback. It was because the teacher combined two types of feedback in one utterance in order to exposure the error so that it triggers students to produce uptake. Lyster and Ranta (1997) add this category into types of feedback besides six types of feedback classification introduced before.

Second, it is about types of uptakes made by learners. There were two types of uptakes in this explanation. Those are uptakes which were in the process of teaching and learning process and uptakes which were in the end of the session. In the first explanation, there will be uptakes in the process of teaching and learning process. The first example is repair, in the form of incorporation.

Excerpt 7 Uptake (Repair Incorporation)

T: Michal, over here (pointing white board). Have you ever had a bad day?

S: Yes, of course. It's umm... normal. Everyone sometimes have bad day.
(Error, grammatical)

T: has (Feedback, Recast).

S: has a bad day. (Repair, incorporation)

The example above gave a clear repair in a form of incorporation. The learner repeated the utterance uttered by the teacher and incorporated into a longer one.

The other example of uptake made by learner is repair in a form of repetition. The learner made repetition of corrective feedback given by the teacher. The learner did not change or add the utterance. However, she just repeated the exact form of recast. The detail example is in the following Excerpt.

Excerpt 8 Repair (Repetition)

S: ...umm... you should have (inaudible)

T: brought (Feedback, Recast).

S: brought. (Repair, Repetition)

The next examples of feedback which occurred in the process of teaching and learning process were still needs-repair and repair. The first uptake was needs-repair because the learner made different error. The other uptake was repetition. The learner only repeated the utterance produced by teacher or the corrective feedback given.

Excerpt 9 Uptake (still needs-repair, different error and Repair, Repetition)

S: You should umm... (Error)

T: should've (Feedback, Recast)

S: You should've apology your (inaudible) (still needs-repair, different error)
(Error, lexical)

T: apologize (Feedback, Recast)

S: apologize (inaudible) (Repair, Repetition)

After knowing uptakes produced by learners which took place in the process of teaching and learning, the next explanation will be uptakes produced by learners in the end of the class. There were two types of repair, namely repetition and self-repair. The first example is the repair in a form of repetition. The learner made repetition because they did not give respond immediately when the teacher elicited the feedback by giving short pause. In a

result, the teacher gave the right form of utterance. Then, the learner repeated the corrective feedback given by the teacher.

Excerpt 10 Uptake (Repair, repetition)

T: You should have been prepare. Something here (pointing prepare). You should prepare, it's fine. You should have been prepare...d (feedback, multiple feedback (elicitation and repetition))

Ss: prepared (repair, repetition)

T: prepared (Adding 'd' in the whiteboard). Good.

The other example of learner uptake is self-repair. It occurred because the teacher gave elicitation in his corrective feedback. It required student to think what they should have responded to teacher's elicitation. The detail example is in the following Excerpt.

Excerpt 11 Uptake (Repair, self-repair)

T: I forgot buy (pointing the space between forgot and buy). (feedback, multiple feedback (elicitation and repetition))

Ss: to (Repair, self-repair)

T: Good (write 'to' between forgot and buy).

The last example of learner uptake is self-repair. The repair was also to respond teacher's corrective feedback in a form of elicitation and repetition. Thus, the learners produced self-repair by giving 's' in the word 'months'.

Excerpt 12 Uptake (Repair, Self-repair)

T: Once every two month (pointing the word 'month'). (Feedback, multiple feedback (elicitation and repetition))

Ss: months. (Repair, self-repair)

T: Months. Good (write's' in the word 'months').

The uptakes produced by learners were incorporation, repetition, self-repair, and different error. Suzuki's (2005) finding revealed that repair took more than half of the total uptake made by learners. It is in line with this present study's finding that most of all uptakes were in the form of repair. However, only one uptake that need repair which was different error.

Conclusions

In this present study, recast is the corrective feedback used by the teacher in teaching and learning process. It is considered as prominent corrective feedback because it helps learners finding out the correct form of error in the utterance without explicitly stating the error. Meanwhile, multiple-feedback is used in the end of the session; it triggers learners producing the correct uptake. Besides, repair is the most used uptake. The learners repair their errors by repeating the feedback given by teacher, incorporating utterance into the longer one or doing self-repair. However, this study contained several limitation. The video demo provided was only 15 minutes 54 seconds so that just few evidences found. The other limitation was inaudible uptakes made by students in terms of low voice. As a result, there were several feedbacks and uptakes which were not compatible to be counted. Thus, there are some suggestions to be taken into account. First, there should be a long transcription to be studied. Thus, it is not only short video demo which does not represent corrective feedback and uptake in the class. Second, the recorder or video should be eligible so that all turns can be counted as evidence.

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BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE

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Abstract

TEYL plays a pivotal role in building basic language and cultural competencies. Particularly in the EFL classroom, teachers need to teach in a fun and creative way. Teachers rarely use Movies as creative pedagogy media to gain the language and culture. Thus presenters will appeal how to deploy movies as a resource literature in building language and cultural awareness through movies poetry discussion. The first discussion is about a conceptual framework of TEYL, then the detail steps for TEYL through movies poetry discussion. The practical ideas of using movies as poetry writing and discussion resource will be the last. The presenters content that the use of movies as poetry writing discussion resource in TEYL can help them build their cultural awareness and creativity in tandem.

Keywords: TEYL, movies, poetry, culture

Introduction

Teaching English for young Learners (TEYL) has undergone a rapid change and innovation. Technological innovation has influenced the world of TEYL. This innovation is important in order to make the learners gain easily the target language learned. Movies, even though, it is a rather old media of teaching and learning. It gives a very great impetus to give students get the language input and a trigger of thinking in using language. At the same time, research shows that many teachers are not using technology to its full potential and that inadequate teacher training is in part of blame (DelliCarpini, 2012). This can be inferred that teachers need to maximize the use of technology to help their students. Movies, as one form of technology, are one of the most potential to be maximized because it is accessible in this digital era nowadays. Teachers can make their own record, get it from TV, Internet, CDs, etc. Movies are the easiest media to get whether short or long movies and it is always interesting to be watched. These features of movies will draw the young language learners' attention, get a trigger of thinking, help them to get the context of what they are talking and get a vivid picture about everything in the movie. English teachers rarely use movies as creative pedagogy media to gain the language and culture. Thus presenters wish to appeal how to deploy movies as a resource literature in building language and cultural awareness through movies poetry discussion.

Using movies as a creative pedagogy resource of language literature

Movies have been brought by the teacher to the class for many years to support the teaching the learning process. As full movies, it will bring a complete story with very long time allotment. As a short or a cut movies, it will give a brief picture of the story and relative short time spent. The movies can give the teacher authority of which part of the movie is going to be discussed. Thus the teacher can use all part of the movie, drag it as the intended scene, or cut it as the intended part. Berk (2009) lists 20 potential of learning outcomes if teachers bring movies in the class room:

1. Grab students attention
2. Focus students concentration
3. Generate interest in class
4. Create a sense of anticipation
5. Energize or relax students for learning exercise
6. Draw on students imagination
7. Improve attitude toward content and learning
8. Build connection with other students and instructor
9. Increase memory of content
10. Increase understanding
11. Foster creativity
12. Stimulate the flow of idea
13. Foster deeper learning
14. Provide an opportunity for freedom of expression
15. Serve for vehicle for collaboration
16. Inspire and motivate students
17. Make learning fun
18. Set an appropriate mood or tone
19. Decrease anxiety and tension on scary topics
20. Create memorable visual image

In addition, there are also some advantages of movies in relation with teaching and learning language. As Herron and Tomsello [1982) argued that the use of movies presentation can build up students learning of vocabularies and Idiomatic structure, as well as give necessary exposure and experiences. Moreover Chan and Herrero [2010) suggest that using movies through specific task activities can foster active learning, interaction and participation. There are some communicative potential of the use of movies:

1. It facilitates comprehensions activities;
2. It creates a curiosity gap that facilitates the exchange opinion and ideas about the film;
3. It helps to explore the non verbal elements;
4. It improve oral and aural skills;
5. It provides meaningful context and vocabulary, exposing viewer to natural expressions and natural flow of speech.

Poetry writing And Language Acquisition

Teaching and learning a targeted language should also understand the students' needs. It should be able to give abundant opportunity to students to acquire, to experience and to develop their language expressively. So the materials they learned are not only the linguistic theory. This facilitates the students in engaging the language acquisition easily. To acquire the target language; the students need to have a rich experience of the target language in use. To facilitate the students engage the language experiences, the teacher should be able to set and facilitate the teaching and learning process to be more facilitative to the development of the students' creativity and students' language in use. To facilitate them with many new experiences, this activity will drag them from a passive activities to the more active and creative activities in learning language so that they have a good and high motivation in learning. To get such experiences, there are some

prerequisites of language experience that would facilitate the language acquisition. Those are:

- The language experience needs to be contextualized and comprehensible (Krashen,1999)
- The learner needs to be motivated, relaxed, positive and engaged (Tomlinson,2003)
- The language and discourse features available for potential acquisition need to be silent, meaningful and frequently encountered (Malley,1994)
- The learner needs to achieve deep and multi – dimensional processing of the language (Tomlinson, 2000)

From the prerequisites, we know that the materials of the teaching learning of the target language (e.g. English) should give an authentic use of the language to be used in a real situation through spoken and written language. If the materials don't give such kind of use and they don't stimulate the learners to think and feel whilst experiencing them, there is very little chance of the materials facilitating any durable language acquisition at all. Giving the students in touch with the authentic language will help the students accelerate the language acquisition. Bolitho *et.al* (2003) argue that if the learners are stimulated and guided to make discoveries for themselves and to thus increase their awareness of how the target language is used to achieve the fluency, accuracy, appropriacy and effect. This means that the activities and the materials in the teaching and learning process should not only facilitate the students to use the language authentically but they should also guide and help the students to notice themselves. So the materials and the activities used should provide the opportunities for the students to actualize themselves and their intended meaning with their language to encourage them to make use of mental imaging whilst responding to and prior to producing language which facilitates comprehension and communication and promotes language acquisition and development. The possible atmosphere to facilitate those situation is teaching the language by using poetry writing forms.

Teaching language with poetry writing to give the students pedagogical input does not mean that teaching the language theory and skills should be changed drastically. This means that teaching the language in the creative context using the creative writing forms is needed. It needs to be involved in the teaching and learning the language. Tomlinson said (2008) that involving teaching literacy skills and developing knowledge about language in the creative contexts will invite learners to engage imaginatively and which stretch their generative and evaluative capacity. From this statement we can say that through poetry writing as the creative context in teaching, the students will be more creative in exploring their ideas, initiating their own learning, making choice and decision of how to express themselves with the appropriate language they needed.

Acquiring the English language and cultural awareness through movie poetry writing

Poetry writing is a powerful means of language acquisition, especially when it is triggered by movies. This is because movies poetry writing is a fun and exciting activity that million people enjoy. In addition, through creative writing forms such as poetry, students express themselves and their idea. This means that everything that what they want to say, what comes from the heart, we reflect; we are happier to work on. Creative writing forms involves a work with the words, phrases or sentences. It means that the language which is chosen need to be correct and works well with the intended meaning of the writer because writing a product of creative writing such as poetry requires greater

precision in expression. Therefore the writer and the reader need a booster such as movie to imagine, to feel, to contextualize, to evaluate, to reflect and to use the language appropriately.

Poetry writing with movies triggering will initiate the English Language Learners to play with the wide range of the language and sharpen their feeling in relation to the moral value they will reflect and evaluate from the movies. The learners will invent the language and innovate the language by themselves. They will experience many varieties of context, feeling and situation by reading and writing a poetry. As stated by Bussis *et al.*, (1985: 113) learning to read is fundamentally a task of learning how to orchestrate knowledge in a skillful manner. In this stage, the process of reading the poetry will enrich the students to the variety of the language used in context. The students will accustom with the various vocabularies and how the same word effect different sense of meaning and feeling. Thus from this activities the language learners get the nuances of the words. After the students get the words in context they will able to personalize the language by writing their own poetry. By writing their own poetry they will produce and deeply feel and understand how and what language they should used to express their idea. This activity will experience them with the use of the language with their mental perception, imagination, and their vision of something they think, feel, and sense to make the language alive in them because they will know the context when they should use the language. This process helps them personalize the language so the language will be life and to be active language.

Poetry Writing and movies: A bridge to Extend Language Learning and cultural awareness.

The English language teaching and learning, especially teaching EYL in Indonesia, is not merely teaching the language. The curriculum has been changed and ruled that it should also deal with building character of the language learners. Using movies as the source in writing the poetry will engage the students' creative thinking and feeling of every situation and emotion in the movies. Hiltin [2011) explained that individuals develop an intuitive, reflexively accessible sense of noble and ignoble goals that judge, evaluate, and legitimate, within situations or upon reflection afterward. Because of those reasons, it seems important to initiate movies which can make them evaluate, and legitimate any situation or reflect the behavior in the movies to touch their feeling with worth full value. By doing this after watching the movies; the students then express their idea in a creative and expressive English language learning environment by writing poetry. Writing poetry based on their experiences and creating a show community, will create an access for the teacher or for their friends to give any comments or to give any corrections on their friends' poetry. This classroom will also stimulate the writer to exist and to show their work to others.

This environment is a valuable solution to facilitate EFL learners to be active and to be accustomed with English environment. After writing their poetry, they can share their work through the social media (e.g. Facebook) or in a common class. Through this media, they can do a cooperative writing by giving comment and correction if any. Sharing the work with others can be done in class and this will increase the English Learners motivation to be active to write their poetry then share the result with their friends in class. This way can increase the students' grammar editing by giving any correction and suggestion on the students work. Through this way, they can negotiate the meaning in their discussion. In line with this Idea, Tomlinson (2008; 160) said that poetry writing provides high motivation for the learners to find the right words to express their idea. This trait will lead to better personalization of the language and the moral value

discussed to the English language learners because the Poetry that they share through the class usually based on their experiences of evaluating and reflecting situation from the movies and they will use language which can represent their thought. This activities experience the students to contextual language used and expressed their feeling and judgment.

Serving movies as the source of poetry discussion in the class

Poetry writing needs creativity and reflection. To help the students get a good start in writing it, teacher needs to understand the students' ideas block. He or she need to be creative to help them. One of the ways they can take is by showing them movies. Movies can help the students get a quicker start. In writing poetry, it is suggested that the English teachers are able to adjust the level of language ability and direct the students to be aware of the culture as targeted in the curriculum. One thing that can be done by the teachers is to direct the students to write poetry based on the students' language level and the culture is through form poetry. Through it, the English teachers can target the language level which should be achieved by the students in order to make them easier in composing the poetry. Furthermore, the form poetry would motivate the students because it enables the students to compose a good and meaningful piece of poetry easily, even only words or phrase. The following is the example of cinquain poetry as a form poetry. The Students were asked to create a Cinquain after watching an animation movie entitled *Frozen*.

The pattern of Cinquain

Line 1 : It is only one word that will be the subject and also the title of the poetry

Line 2 : Two words that describe the subject (two words of adjectives)

Line 3 : Three words that express the action done by the subject (participle ending in – ing)

Line 4 : Four words that tell the writer's feeling about the subject (verb phrase)

Line 5 : One word that is a synonym for the subject or restates or sum it up (noun)

Sample of Cinquain:

This one is appropriate for Junior High Student

<i>Line 1</i>	<i>Family</i>
<i>Line 2</i>	<i>helpful, strong</i>
<i>Line 3</i>	<i>Loving, caring, struggling</i>
<i>Line 4</i>	<i>makes us success man</i>
<i>Line 5</i>	<i>Family</i>

Based on the example above, it could be seen that it is easy to make a good piece of poetry with full of reflection of feeling and good culture value. The students would be challenged to create a poetry even in form of simple words. Writing very simple words above would make the students motivated to write and feel relaxed in expressing their ideas. The more complex one can be applied to the higher level.

The movie can motivate the students to write their poetry because it helped them open their ideas block. When they write; they want to share about their feeling, experience, or something that they had seen before. In this matter, the poetry which they wrote, comes from real feeling, reflection and not only based on their imagination. This point will help the learners to contextualize the language authentically. As the result, they experience with the language use and keep the good moral value as their guidance in

behaving. Furthermore, this class would give chances to the students to share their ideas and experiences in a very relaxed environment. In this way, they can communicate each other, sharing and discussing culture by giving any comments to their friend's poetry. Negotiating meaning in social circumstances would make them easier in actualizing their ideas and experiences.

Conclusions

Movies poetry discussion is a good way to facilitate the English language learners (EFL/ESL) with the English environments and the media to express and to actualize their language and cultural awareness. It is a good way for the students to be free to express their ideas and get involved in a communication using poetry. The learners and the teachers will be able to communicate in English, to discuss and to express their ideas. The EFL/ESL learners helped much to form the cultural awareness movie poetry discussion because if they find any problem they will get the solution from their partner and their teacher immediately. The increasing of the context visibility in the movie not only makes them relaxed in discussing and share their problem with the teacher but also it can release their idea blocked. Movies motivated the students to write their poetry because they want any comment from their friends and teacher and they want to share their experience there. This community accommodate students' creativities to express their experience. They will experience their language with the correct context authentically in relaxed environments. This helps them acquire the language and be aware of a positive cultural values.

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ACADEMIC WRITING TASKS SUPPORTING THE DEVELOPMENT OF STUDENT TEACHERS' CRITICAL THINKING SKILL

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Abstract

In the curriculum of English language teacher education in Indonesia, student teachers are required to write a thesis as the exit requirement. To assist them produce scholarly writing, the curriculum needs to provide them with a number of courses supporting the formation of research and academic writing skill as well as the development of critical thinking skill. Critical thinking in academic writing deals with both the ability to understand, analyze and evaluate ideas or arguments and the ability to present, synthesize, and develop those arguments in a cogent and coherent manner. The academic writing tasks designed to support the formation of critical thinking skill among them are writing summary and paraphrase, writing argumentative essay, writing critical review, writing report as the results of observation and interview, and writing short paper. This conceptual paper will discuss how these tasks can promote student teachers' critical thinking skill.

Keywords: academic writing tasks, critical thinking skill, language teacher education

Introduction

The 21st century is characterized by the rapid development of knowledge and the emergence of new forms of technology known as digital technologies. In this era, information is more easily moved, presented, manipulated, and re-presented. Technology has changed what we need to learn and how we learn. It affects how to identify the final goals for learning and how to support students to reach these goals (Higgins, 2014). The 21st century skills are divided into two broad categories: perennial and contextual skills. Perennial skills include areas such as communication, creativity and critical thinking, whereas contextual skills include capability to manage large quantities of digital information that appears relevant for decision making.

There are several reasons why critical thinking has been included as one of the 21st century skills. The main reason is that as every action we take is determined by the quality of thinking, then critical thinking needs to be acquired by school graduates. If we want our students to reach reasonable solutions and make decisions that solve unknown problems that will be encountered in the future, then addressing critical thinking in today's classroom is crucial (Love, 2009). With regard to their future jobs, prospective teachers of English need to possess the critical thinking skills in order to select the relevant teaching materials, suitable teaching methodology, instructional media, and assessment strategies.

In response to the importance of critical thinking, many educational institutions in different parts of the world have determined critical thinking skill as the core competence of school graduates in a number of countries. In United States, critical thinking has been an important movement in the education system for several decades (Higgins, 2014). In Taiwan, the Ministry of education (2010) emphasized that critical thinking needs to be integrated into the teaching of different disciplines in order to enhance the core

competence of students. In addition, Aytan (2015) also reported that both Turkish education curricula 2006 and 2015 had taken critical thinking as a basic skill, and had been included in the sections of overall objectives, basic approach and vision.

Academic Writing, a course offered in the curriculum of English education can potentially integrate critical thinking. Via academic writing tasks, student teachers have ample opportunities to practice their critical thinking skill, e.g. by collecting, analyzing, criticizing, and synthesizing information from different sources. Through intensive practices on critical thinking, student teachers are expected to be able to write their final project more quickly. This paper will discuss how academic writing tasks can support the development of critical thinking skill. This paper will discuss how academic writing tasks can support the development of critical thinking skill. In the beginning, it will be discussed the elements of thinking, followed by explaining the concept of critical thinking and how to teach critical thinking. Finally, the discussion will be focused on academic writing tasks that can develop student teachers critical thinking skills.

Elements of Thinking

To think, a student must learn to be actively involved with issues, data, materials, topics, concepts and problems (Orlich, et. al., 1998). Thinking skills refer to cognitive strategies that help individuals efficiently and accurately process information in a general sense. In teaching students to think, teachers need to understand the elements of thinking that consist of basic processes, domain specific knowledge, metacognitive knowledge, and attitudes and dispositions (Eggen and Kauchack, 1994).

Basic processes are the fundamental elements of thinking that serves as the basic building blocks of thinking. The basic processes of thinking deals with observing, finding patterns and generalizing, forming conclusions based on patterns, and assessing conclusions based on observations. Domain-specific knowledge refers to the content in a given area on which we focus our thinking skills. To think effectively in a domain, one must know something about the domain and, in general, the more one knows the better. Metacognition is individuals' awareness of their own thinking. Students should know when they are using the basic processes, how they relate to domain specific knowledge, and why they are being asked. Talking about thinking as it occurs in the classroom is an effective way to develop students' metacognitive knowledge. Attitudes and dispositions play important role in thinking because attitudes and dispositions affect thinking quality. Some examples of attitudes and dispositions are fair-mindedness and openness to evidence on any issue; respect for opinions that differ from one's own; inquisitiveness and a desire to be informed; a tendency to reflect before acting, and numerous others.

Critical Thinking

Experts on critical thinking define it differently, but in general it is defined as the ability to think clearly and rationally. To think critically students need to apply the higher cognitive levels of Bloom's taxonomy, i.e. application, analysis, evaluation, and synthesis. Kysilka and Biraimah (1992) define critical thinking as reasonable and reflective thinking which uses a variety of skills to reach logical, unbiased and informed reasons or conclusions. The skills required for critical thinking are used to judge the acceptability of the opinions, conclusions, or responses to a given situation.

According to Ennis (in Kysilka & Biraimah, 1992), critical thinking involves both dispositions and abilities. Dispositions means characteristics of the thinker (e.g. caring about the truth and being willing to justify one's decisions; being well informed; considering other points of view; remaining open minded; maintaining a focus on the question; seeking and offering reasons; taking into account the total situation; caring

about the dignity and worth of every person; avoiding intimidating and confusing others; being concerned about others' welfare). Ennis defines abilities as skills of thinking (e.g. identifying and formulating questions; formulating criteria for judging answers; identifying stated and unstated reasons; seeing similarities and differences; summarizing; asking and answering questions of clarification; judging the credibility of a source; drawing inferences; explaining conclusions, making and judging value judgments; defining terms, judging definitions, identifying and handling equivocation (the context in which the language used); identifying assumptions). Ennis believes that a good critical thinker is disposed to get it right and to present a position honestly and clearly, and to care about the worth and dignity of every person; furthermore, the ideal critical thinker has the ability to clarify, to seek and judge well the basis for a view, to infer wisely from the basis, to imaginatively suppose and integrate, and to do these things with dispatch, sensitivity, and rhetorical skill.

Teaching Critical Thinking Skill

There are two major trends how to teach critical thinking. It can be taught through a course or disciplined fashion through course specific content, but most experts think that critical thinking is more effectively taught through appropriate instruction within existing curriculum (Khan, et. al., 2013).

In support of the integration of critical thinking in the existing curriculum, there were a number of previous studies supporting the infusion of critical thinking skill. Keihaniyan (2013) found that the critical thinking ability of Iranian undergraduates was low, but significant relationships were found between their critical thinking ability and English language proficiency. Wade (1995 in Sen & Sen, 2015) stated that writing assignments are an integral component of critical thinking skills. The development of critical thinking skills and the ability to effectively communicate through writing are essential to success in higher education and beyond (Varelas, et. al. 2015). Khatib (2012) investigated audiotaped and written dialogue journals used in EFL classroom and its effects on the enhancement of critical thinking of 33 Iranian EFL learners. The research showed that overtly teaching for critical thinking abilities through audiotaped and written dialogue journals improves students' critical thinking abilities of Iranian EFL learners.

Academic Writing Tasks Supporting Critical Thinking Skills

Academic writing tasks discussed below refer to tasks in Academic Writing course that includes writing summary and paraphrase, writing argumentative essay, writing critical review, writing report of observation, and writing short paper. These process-oriented tasks that require student teachers to use their repertoire of knowledge, skills, and dispositions of learning are believed to help student teachers to think critically.

Writing Summary and Paraphrase

Paraphrasing means stating the contents of the original source/text using their own words without changing the meanings of the original text/source. In writing summary and paraphrase, the basic process of thinking skills students have to apply are: recognizing main idea and supporting details, identifying relevant and irrelevant information, and drawing inferences. In order to produce a good summary and paraphrase, students must carefully understand the text messages and organize their thoughts in written form using their own language following convention of formal English.

Writing Argumentative Essay

In writing argumentative essay, students have to take a position of a controversial issue they agree on. In this task, the controversial issues of education, such as the government policy on teaching English to young learners and on profession education for teachers, are selected to be the issues to write. Via this task, student teachers are encouraged to express their points of view related to the issue on education by reacting towards government policy. To do this task, they are required to understand the issue chosen by their background knowledge, reading related references, collecting and analyzing information to support their arguments, planning and drafting, revising and editing to produce a well-organized argumentative writing. To provide sound arguments, student teachers must be selective in providing evidence in the form of facts, examples, the opinions of experts and also logical reasoning.

Critical Review

The critical review is a writing task that asks student teachers to summarise and evaluate a text. In this task, students are asked to evaluate a textbook chapter or journal article. In writing the critical review, students have to read the required text in detail and also to read other related text to support reasonable evaluation of a selected text. Via this task, student teachers are encouraged to question the information and opinions in a text and present the evaluation or judgement of the text. To do this well, they should attempt to understand the topic from different perspectives (i.e. read related texts) and in relation to the theories, approaches and frameworks in your course. Here you decide the strengths and weaknesses of a text. This is usually based on specific criteria. Evaluating requires an understanding of not just the content of the text, but also an understanding of a text's purpose, the intended audience and why it is structured the way it is.

Writing Report of Observation

In report writing, student teachers are assigned to visit a school to do observation with the English teacher. This activity is intended to give student opportunities to do observation in English teaching and learning process focusing on particular topics, such as classroom management strategies, classroom language and classroom interaction. In this activity, before visiting a school they have to plan foci of observation, prepare a guide of observation, and ask permission for getting access to do school observation. Having collected data, students have to do analysis, interpret data, and report the results of observation. To triangulate data, students are allowed to obtain data through interview with the English teacher.

Writing Short Paper

Through this task, student teachers are assigned to write a conceptual paper with a total number of words from 1,500 - 2,000 words. The paper is written based on students' selection of the topic of interest inspired by their background reading of related textbooks and journal articles. In collecting information, student teachers have to apply different types of thinking, such as analysis, comparison and contrast, evaluation, and synthesis. Besides, to organize the paper, they have to follow the structure of the model paper consisting of title, abstract, introduction, main part or discussion, conclusion, and references. Thus, this task is complex because it starts from reading related references, summarizing, planning, drafting, revising, and editing before submitting the finished product.

Conclusion

In conclusion as critical thinking has been stipulated as an essential survival skill of the 21st century, higher education institution must target its graduates with critical thinking skill in the design of the curriculum. An effective way to foster the development of critical thinking skill is by infusing it in every course of the curriculum. Academic writing course is a potential course in the curriculum of language teacher education that can develop students critical thinking. The academic writing tasks, i.e. writing summary and paraphrase, argumentative writing, critical review, writing report, and short paper, are specifically designed to stimulate students to think deeply about a number of issues on language education. In completing the tasks, students are required to apply the basic thinking process that is cognitively demanding, use their metacognitive skill by reflecting on the process, and pay attention to scientific attitudes and academic values in reaching a valid and reliable conclusion.

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STRESS AND SUPPORT IN LEARNING ENGLISH: A COMFORTABLE ATMOSPHERE

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Abstract

Learning English is stressful for some students who have not got enough exposure since they were at school. Their motivation is low because they cannot even figure out what their purpose to learn English is. For a large class of 40-50 students with different English proficiency, attracting their attention is a challenge. Some problems that arise are: (1) Big gap in their English proficiency, (2) Students are not confident to utter English words, (3) Students are not aware of the importance of English, and (4) This subject has zero credit. This paper will find out what obstacles and challenges that students find in the classroom and discuss how to create a comfortable atmosphere for learning English.

Keywords: stress, support, proficiency, gap, motivation

Introduction

According to Stix (2006), there are eight types of learners. They are managers, conductors, strategists, problem solvers, creative thinkers, motivators, team players, and therapist. Managers are students who are extremely focused and able to plan actions day by day. Conductors like to see the various members of their groups gel to complete their assigned goals. Strategists are motivated by thinking up alternative ways of accomplishing goals. Problem solvers avoid tension at all costs. They like to think things through by identifying problems and considering possible solutions. Creative thinkers are usually talented and can be counted on to be offbeat and original. Motivators are like cheerleaders, effervescent and outgoing; they help make group work more enjoyable. Team Players enjoy being a part of the group, receiving direction. Therapist have a perceptive awareness of individual differences and can capitalize on strengths to help nurture areas of weakness. Unfortunately, most students are team players-type. They are willing to work in group, however, they do not actively take action to solve a problem. I tried to put at least one manager-type in each group, yet there are too few of them.

Discussion

One example is when students were assigned to make a leaflet. If they did not know the meaning of a word, they took other group's paper and copy a sentence, instead of finding the words in the dictionary. They also had to draw a picture below each sentence. If they could not draw the picture, they just wait their peer in group who were working on other task about the leaflet. Instead of trying to draw by looking at samples on their smartphone, they would prefer to be quiet and daydream. Smartphone? Yes, most students have it. Even though there is a rule that they are not allowed to touch it in the classroom, they will! So, to make them more focused on their task, they are allowed to browse any source needed to complete their work by using their smartphones. One or two students secretly open their facebook, go online, or check other social media. But at least they could make the use of their smartphone smartly in creating a leaflet. For a leaflet which entitled Common pregnancy problems and solutions, students should define each pregnancy problem, e.g. **Morning sickness**: "morning sickness" should really be called

"all-day sickness." It usually gets better after the first trimester, but an unlucky few suffer right up until they deliver their baby (<https://mrkingsolution.wordpress.com/2014/06/21/pregnancy-problems-and-solutions/>). After that, students need to find the solution. I already prepared the solution in the handout. What they need to do is to change those sentences using modals which becomes the target language (TL).

1. Have small, frequent meals. Don't let yourself get too hungry.
2. Have small amounts of fluids several times a day. But don't drink fluids during or just before or after a meal.
3. Before you get out of bed in the morning, eat a small nutritious snack like crackers or a granola bar (keep it by your bed), then rest in bed for 15 minutes.
4. If certain scents or foods turn your stomach, steer clear! The most common offenders are fried, spicy, or fatty foods.
5. If you're having trouble finding foods you can keep down, try bread, noodles, watermelon, crackers, cereal, mashed potatoes, clear soup, apple slices, pretzels, or pickles.
6. Try having your food cold instead of hot to take away some of the smell.
7. Try smelling lemons or ginger to calm your stomach.
8. Have a few salty potato chips to ease nausea before your meal.
9. Take your prenatal vitamin with food so it doesn't upset your stomach.
10. Get plenty of rest and fresh air.
11. Try acupressure wrist bands (available at your local pharmacy).
12. Ask your doctor about taking Diclectin® (doxylamine/pyridoxine), a prescription antinausea medication for pregnant women.

Drilling needs some steps, namely: modals pattern, repetition drilling in positive modals, repetition drilling in negative modals, and only use words and sentences in the handout to keep them focused on the TL.

Problems arise when students meet long sentences (number 3, 4, 5). Students got confused about which phrases should be changed into modal forms. Then, I found out that they did not recognise the new words. We collected vocabulary which students were not familiar with, and discussed the meaning. No one got nervous and anxious anymore, since they were not forced to build new sentences on their own. We must insist that we can discuss anything in the classroom, as long as it is about the assignments. The following is what students were expected to produce.

1. You should have small, frequent meals. You should not let yourself get too hungry.
2. You must have small amounts of fluids several times a day. But you mustn't drink fluids during or just before or after a meal.
3. Before you get out of bed in the morning, you ought to eat a small nutritious snack like crackers or a granola bar (keep it by your bed), then you may rest in bed for 15 minutes.
4. If certain scents or foods turn your stomach, you'd better steer clear! The most common offenders are fried, spicy, or fatty foods.
5. If you're having trouble finding foods you can keep down, you should try bread, noodles, watermelon, crackers, cereal, mashed potatoes, clear soup, apple slices, pretzels, or pickles.
6. You ought to try having your food cold instead of hot to take away some of the smell.
7. You may try smelling lemons or ginger to calm your stomach.

8. You may have a few salty potato chips to ease nausea before your meal.
9. You must take your prenatal vitamin with food so it doesn't upset your stomach.
10. You have to get plenty of rest and fresh air.
11. You can try acupressure wrist bands (available at your local pharmacy).
12. You should ask your doctor about taking Diclectin® (doxylamine/pyridoxine), a prescription antinausea medication for pregnant women.

Helping students to pronounce each modal correctly will also enhance their self-confidence in speaking. Some students found it difficult to pronounce 'should /ʃʊd/', 'could /kʊd/', 'ought to /ɔ:t/'. Once they were guided to pronounce the words, they looked happier trying to utter it louder.

The next step is to put those sentences onto a leaflet paper. The paper was an F4, folded into 3 parts. In group of five, students discussed the layout. This task is not stressful because they could coach their peers. Doyle (2008) points out that rationales for having students teach each other are:

1. Having students teach one another promotes deep learning.
2. The student/teacher must consider how best to learn all he or she will need to know about the assigned or chosen topic.
3. A third rationale for having students teach one another is that the students will gain an increased appreciation of the effort and skills required for effective teaching.
4. Students will be forced to communicate the material to their peers in a clear, concise, and meaningful manner.

Teacher can also use role play. Students work in pairs by using this medical record as the information.

Surname	: Ainsworth
First name	: Haidar
Gender	: <u>M</u> / <u>F</u>
DOB	: November 2, 1990
Place of Birth	: Manchester
Occupation	: Surgeon
Marital Status	: Married
Next of Kin	: Her mother, Ashley
Contact Number	: 08808-502331
Smoking Intake	: No
Alcohol Intake	: 4
Reason for Admission	: maternal diabetes
Allergy	: allergic to seafood
Family History	: Heart problems (mother's side)

Firstly, they have to fill in the information gap based on this list:

- Nurse : What's your name?
 Patient : My name is Haidar Ainsworth.
 Nurse : When were you born?
 Patient : I was born on 2 November, 1990.
 Nurse : Where were you born?
 Patient : I was born in Manchester.

Nurse : What do you do?
 Patient : I am a surgeon.
 Nurse : Are you married?
 Patient : Yes, I am.
 Nurse : What's your phone number?
 Patient : My phone number is 08808-502331.
 Nurse : Do you smoke?
 Patient : No, I don't.
 Nurse : Do you consume alcohol?
 Patient : I have four glasses of wine on weekends.
 Nurse : What's the matter with you?
 Patient : I have maternal diabetes.
 Nurse : Are you allergic to anything?
 Patient : Yes, I am allergic to seafood.
 Nurse : Do any of your family members suffer from diabetes?
 Patient : My uncle from my mother's side has a heart problem.

Based on the conversation, the target language are:

1. Asking and answering about personal information.
2. Revising numbers and dates.
3. Describing Illness and Diseases.

It is surprising to know that most students were not familiar with how to read dates correctly. They did not use ordinal numbers for dates and they did not pronounce names of the months properly. They did not know how to read the year. When I asked them whether they had English classes when they were at school, they said they did. However, even though they had enough theory of the language, it is useless if they do not get a lot of exposure of the language.

Lai (2005) said that words do not exist as isolated items in a language. That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or produce ideas successfully in speaking and writing.

Jarvis (2006) said that, we can only actually learn how to do things when we actually practise them. Consequently, we have seen the development of many forms of action learning. Practical knowledge, then, is:

- learned in practice situations;
- practical, and not merely the application of some 'pure' academic discipline to practical situations;
- dynamic, in as much as it is only retained for as long as it works;
- integrated, rather than divided up by academic discipline;
- not an academic discipline in the same way as the sciences or the social sciences.

The problem confronting teachers now is how can this complex formulation of practical knowledge be taught and learned. It will be a waste of time if I ask for perfection in students' production. Giving them a piece of task they can master well will cheer them up. And then, they will not feel anxious getting new material. If they feel comfortable in learning, their productivity will increase faster. Some (students)... will eagerly accept a 'humanistic' language course as an arena, or as a medium, in which to find new adventures in discovering themselves and other people, and in which they can go on to become more than they had been before. Others of them, however, may decide that the language class is not a place where they choose to confront the issues of

alienation, or of personal values... they may just want to be taught well.... We must respect this decision" (Krashen, 2009).

The most important thing is, teachers should make students enjoy what they are doing, not to put too much pressure on their learning. The treatment for a classroom with fast learners will, surely, be different. What is perhaps a more fundamental problem is that the second language classroom is seen, by many students and teachers, as an artificial linguistic environment regardless of attempts to promote "real" communication (Krashen, 2009). Some students come to class and they started to complain whether they are expected to learn tenses or not. So, learning grammar without applying it in a role play or in real situation is not very effective. Students are confused by trying to differentiate which tenses they should apply, or how many new words they should try to recall. Successful teachers create lessons that most students will learn from. They vary their delivery and their activities to reach students of every type of intelligence (Ridnour, 2011). In other class, the leaflet project becomes a presentation project. Since I found out that the class was very active, I invited students to present their leaflet. Yet, I limited the presentation into one slide for one student. They presented in groups of five and mastering their own-one-slide increase their confidence and some of them even try to improvise while presenting.

Just like what Ridnour (2011) stated, students often develop feelings of anxiety and frustration when they don't understand an idea. Ridnour (2011) contends that people feel comfortable completing tasks that they are familiar with and understand the directions for. Short task which is done regularly is better than a long difficult project which requires a lot of effort to finish it. According to Falchikov (2002), it was Piaget who stressed the value of cognitive conflict. He argued that, when individuals encounter new information which does not fit into their current mental organization of knowledge and thought (their existing mental schema), a contradiction occurs which causes 'disequilibrium'. This enables learners to 'accommodate' the new information and modify their current understanding of aspects of the world, thus achieving a new 'equilibrium'. In this way, learners construct their own knowledge.

Students know their friends much better than they know their teachers. Talking to each other in a small group, exchanging information, using their understanding will help them accomplish a task much easier. Richards (2008) states that role-play activities are another familiar technique for practicing real-world transactions and typically involve the following steps:

1. Preparing: Reviewing vocabulary, real-world knowledge related to the content, and context of the role play (e.g., returning a faulty item to a store).
2. Modeling and eliciting: Demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language needed for each stage.
3. Practicing and reviewing: Assigning students' roles and practicing a role play using cue cards or realia to provide language and other support.

Richards (2008) also suggests several methods that can be used to address the issue of language accuracy when students are practicing transactional use of language:

1. By pre-teaching certain linguistic forms that can be used while completing a task.
2. By reducing the complexity of the task (e.g., by familiarizing students with the demands of the activity by showing them a similar activity on video or as a dialog).
3. By giving adequate time to plan the task.
4. By repeated performance of the task.

Conclusion

A well-functioning team needs cooperative members, good understanding before doing an assignment, and low pressure atmosphere in learning. Students should have enough time to finish a task.

Personality types affect learning in how they solve problems. Creative thinker tends to do a task in different way to make the result unique and special. Team players will do everything the manager-type and creative thinker wish, but they are not creative in finding the solution by themselves, for example. Manager-type will plan every step they need and accomplish the task perfectly and expect all members to do so.

Teaming students can foster talent. Talking to a friend is different from talking to a teacher. Students will feel more relax, and when they are not stressful they can be more creative and they are even able to guide their friends to a dynamic problem solving. Team members can assess themselves by comparing how they are working on an assignment. Slow learners will try to learn faster and more accurately, and fast learner will learn to share ideas clearly and in a structured way.

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THE USE OF *PECHA KUCHA* IN TEXTUAL PRONUNCIATION COURSE

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Abstract

Pecha Kucha is a presentation format which is originally invented by and for architects to show their work to public efficiently. Due to its new and interesting format, *Pecha Kucha* has been modified to be used in various fields, including education. Textual Pronunciation course is a course which requires students to put their comprehensive pronunciation knowledge into practice. The objective of the course is among others to develop students' accuracy and fluency. *Pecha Kucha* presentation format was chosen to be employed in the course so as to provide a new and more challenging way to help students achieve the course objectives. This paper is aimed to unveil how the students viewed the use of *Pecha Kucha* in Textual Pronunciation course.

Keywords: *Pecha Kucha*, implementation, Textual Pronunciation

Introduction

Speaking is one of the four basic skills, along with listening, reading and writing. Speaking and writing are classified as active or productive skills whereas listening and reading are considered as passive or receptive skills. Nunan (2003) states that in learning a language, speaking can be considered as the hardest skill to be learnt among all skills for two reasons. First, the people who are involved in a conversation are always waiting for immediate responses. Second, people cannot edit and revise what they wish to say, as they can do in writing skill. Fluency plays an essential role in speaking since it will affect how other people perceive one's competence. Therefore, fluency has always become one of the assessment aspects in measuring people's proficiency. Fostering speaking fluency is considered very important. Good fluency will allow people to communicate ideas and information easily in a way that will be understood by the hearers.

In English Language Education Study Program (henceforth called ELESP) of Sanata Dharma University Yogyakarta, to enhance the development of speaking ability, the undergraduate students are equipped with Pronunciation courses. Pronunciation is considered one of the important aspects of speaking ability so that the ELESP allocates a number of courses in the curriculum to deal with fostering pronunciation mastery. They are Pronunciation Practice I, Pronunciation Practice II, and Textual Pronunciation. Pronunciation Practice I and Pronunciation Practice II are two compulsory subjects offered in the first and second semester respectively, while Textual Pronunciation is an elective subject offered in both third and fourth semesters.

Textual Pronunciation is designed to expose students to pronunciation in context. They are required to read aloud various texts whereby they should put their knowledge about accuracy, stress, stress shifting, linkage, rhythm and intonation into practice (*Dosen-dosen PBI*, 2010). These practices are meant to generally develop students' pronunciation mastery and specifically improve students' accuracy and fluency.

Despite the position of the subject as an elective one, the course has always received great interest from ELESP students to take. Thus, there are always two parallel classes to handle, be they taught by the same or different lecturers. This situation has led

to the emergence of some boredom on the lecturer's part in terms of how the course has been managed and run. Consequently, it is felt that there is a need to introduce a fresh activity to the course. By and large, *Pecha Kucha* presentation format is chosen to help students foster their speaking fluency in a motivating way. This new kind of technique is introduced to provide a more challenging way to promote students' speaking ability in general and their fluency in particular (Artyushina, Sheypak & Khovrin, 2011). However, as it is newly adopted in the course, it is essential to discover the students' opinions on the use of *Pecha Kucha* presentation format in an attempt to promote their speaking fluency.

Speaking Fluency

According to Clark and Clark (1977), speaking is an instrumental activity in which speakers talk in order to have some effects on their listeners. In speaking, a message is transferred from a speaker to a hearer. The speaker produces the message and the hearer receives the message. Speaking is considered accomplished when both the speaker and the hearer exchange their knowledge, thoughts and feelings. The researcher needs to know the characteristics of speaking in order to be able to select appropriate activities to improve speaking ability.

There are five principles for teaching speaking as stated by Nunan (2003, pp. 54-56). It is said that teachers should: (a) be aware of the differences between second language and foreign language learning contexts; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group work or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional and interactional speaking. Having understood the principles for teaching speaking, the writer can now design suitable activities by taking the principles for teaching speaking into consideration.

Pecha Kucha

Pecha Kucha is a simple, concise and effective presentation format created by Astrid Klein and Mark Dytham of Klein Dytham architecture in Tokyo in February 2003. In Japanese, *Pecha Kucha* means "chit chat." Using this format, the presenter should talk while showing twenty (20) images that will advance automatically for 20 seconds each (Pecha Kucha, 2013). Therefore, the presenters are required to use less words and more relevant pictures and graphics appropriate to the topic (Artyushina, Sheypak, & Khovrin, 2011). Presentations are expected to be well-organized by having interesting introduction, clear main points and memorable conclusion that will surely engage the audience to follow the whole presentations. *Pecha Kucha* is acknowledged to be an effective and efficient way to give oral presentations. Each presentation will only take 6 minutes and 40 seconds, which gives audience plenty of time to ask questions and make comments about the presentation.

Research Method

The study was conducted in English Language Education Study Program of Sanata Dharma University, in which both of the researchers are teaching Textual Pronunciation. To meet the research objective, a questionnaire was distributed to ELESP students who were taking Textual Pronunciation in the even semester of the academic year 2015/2016. There were two parallel classes with 32 students in each class.

The questionnaire took the form of open-ended format. It was aimed at revealing the students' opinions on the use of *Pecha Kucha* presentation format in Textual

Pronunciation class. There were twelve (12) questions to which the students had to respond. The questions were as follows.

1. What did you expect from the *Pecha Kucha* implementation?
2. What encouraging experience did you have during *Pecha Kucha*?
3. What discouraging experience did you have during *Pecha Kucha*?
4. In general, how do you describe your experience of using *Pecha Kucha* in Textual Pronunciation class?
5. In the scale of 1 to 10, how did you measure your satisfaction from *Pecha Kucha* implementation? Why?
6. In the scale of 1 to 10, how did you rate the success of *Pecha Kucha* implementation in Textual Pronunciation class? Why?
7. What contributions did you make during *Pecha Kucha* preparation and performance?
8. How did you view your friends' contributions in *Pecha Kucha* preparation and performance?
9. In what way did *Pecha Kucha* help you foster your speaking fluency?
10. What problems did you encounter during the use of *Pecha Kucha*? How did you solve them?
11. What drawbacks did you feel during the *Pecha Kucha* implementation?
12. What suggestions do you have to improve *Pecha Kucha* implementation?

The questions were intended to explore students' evaluation on their personal experience and the process of implementation.

Findings and Discussion

Pecha Kucha was implemented in Textual Pronunciation class in the odd semester of 2015/2016 academic year. The implementation of the strategy was slightly modified in that the performance was carried out in group, and not individually. Another modification was in the absence of question and answer sessions following each presentation.

The process of applying this strategy began with modeling whereby the instructors explained thoroughly how it worked and showed some examples of *Pecha Kucha*. Afterwards, the grouping was set. In the first *Pecha Kucha* performance, as it was new, the students were demanded to work in group of four people. They were to do the preparation, which was to brainstorm topics to perform, draft the text, finalize the text, and prepare power point slides for their performance. The group was also responsible for practicing in order to perform well. As duration of class meeting was limited, they should organize out-of-class meetings with their group members. In the second *Pecha Kucha* performance, they should follow the same procedure, yet it was done in pairs.

To find out the students' perception on the use of *Pecha Kucha* in the class, a questionnaire was handed out to two existing classes. The expected total number of students was 64; however, on the day the instrument was distributed, some students were absent and the result was that there were only 60 people. From the data collected, some important findings could be reported.

The study began by revealing what the students expected from the *Pecha Kucha* implementation. Various expectations were highlighted, namely to speak fluently (48.33%), to have good pronunciation (18.33%), to do a challenging activity (16.67%), to produce effective timing (15%), and to improve confidence (15%). A small number of respondents expected to have the ability to produce succinct texts and to speak loudly.

In terms of encouraging experiences that they had during *Pecha Kucha*, the ability to speak fluently was stated by the majority of the respondents (36.67%). There were 20% of them who claimed that they were able to organize their speech effectively and

stayed focus after they experienced *Pecha Kucha*. Furthermore, 15% of the respondents mentioned that *Pecha Kucha* had made them feel challenged because it had given them a new experience, and 13.33% of them claimed that *Pecha Kucha* had improved their confidence. In addition, they also stated that they were able to pronounce correctly because of *Pecha Kucha* (8.33%), and had become more diligent after experiencing *Pecha Kucha* (5%). Besides, they felt encouraged because they dealt with interesting topics (5%) and because they could choose their own topics (3.33%).

When inquired about discouraging experiences that they encountered during *Pecha Kucha*, the respondents mentioned poor time management (28.33%) which made them finish speaking much earlier or much later than they were supposed to. Another discouragement originated from their nervousness (21.67%) and inability to memorize what they had to say when using *Pecha Kucha* (10%). It happened because in *Pecha Kucha* presentation format, presenters were not allowed to read their notes. Some respondents mentioned their discouraging experience occurred because they did not have solid teamwork (8.33%). Some of them did not get along really well with certain students, whereas they had to collaborate in their performance. Getting difficult topics (6.67%), unsatisfactory performance (3.33%), poor voice audibility (1.67%), unsatisfactory grouping system (1.67%), and technical problems (1.67%) were some other discouraging instances the respondents pointed out.

The students were also asked to describe their experience of using *Pecha Kucha* in Textual Pronunciation class. The majority of the respondents perceived *Pecha Kucha* as a challenging activity (45%), due to its time constraints and limited control of the presenters. There were 28.33% of the respondents who stated that *Pecha Kucha* was a nice and fun experience. Furthermore, 18.33% of them thought that *Pecha Kucha* was beneficial for their improvement in becoming effective presenters and better public speakers, as well as in their speaking fluency and pronunciation accuracy. They described that they had never experienced something like *Pecha Kucha* during their study in ELESF. In addition, some respondents claimed that *Pecha Kucha* was interesting (5%). They explained that *Pecha Kucha* enabled them to make presentations alive and not boring as what they usually experienced. Meanwhile, some others said that *Pecha Kucha* was effort-consuming (5%) and they were frustrated (1.67%) because of the constraints that *Pecha Kucha* had.

On being asked to measure their satisfaction from *Pecha Kucha* implementation in the scales of 1 to 10, most of the respondents chose between the scales of 7 to 10, meaning that the majority of them felt satisfied in the implementation of *Pecha Kucha* in Textual Pronunciation class. They felt that *Pecha Kucha* had made them possess better skill that covered speaking fluency, presentation skill, public speaking skill and pronunciation accuracy (23.33%). They felt satisfied because of the challenge (18.33%), the interestingness (8.33%), and the improved confidence that it yielded (1.67%). A small number of respondents chose the scales of 4 to 6, admitting that they had not done their best and that the planning was different from the performance.

Concerning the success of *Pecha Kucha* implementation in the class, most respondents chose between the scales of 7 to 10, with the scale of 8 being voted the most. It showed that most of them perceived *Pecha Kucha* to have been successfully implemented in Textual Pronunciation class. Some reasons that appeared were the respondents admitted to have better speaking fluency, better pronunciation, better critical thinking, to have done well in the performance and given their maximum effort. As the learning strategy was still new for the students, some of them were not fully happy with the result since their performance did not run as planned. Furthermore, regarding the way *Pecha Kucha* helped foster their speaking fluency, the majority of the respondents (40%)

acknowledged that the limited time had forced them to speak effectively. Besides, doing a lot of practice (21.67%), speaking without notes (8.33%), organizing speech better (6.67%), and presenting the performance in front of the class (1.67%) were some other factors that fostered their speaking fluency.

In terms of the contributions they made during *Pecha Kucha* preparation and performance, majority (70%) mentioned that they contributed to the performance by practicing hard. Some other contributions they made were preparing the slides (35%), preparing the texts for their own parts (23.33%), suggesting possible topics to the rest of the group members (20%), preparing the needed properties for the performance (11.67%), setting the timing (5%), and cheering other group members (1.67%). Meanwhile, on viewing their friends' contributions in *Pecha Kucha* preparation and performance, the majority (43.33%) stated that their friends had made a good team work. Another 31.67% of the respondents claimed that their friends had done their job well. Meanwhile, 11.67% of the respondents thought that some friends were not cooperative. Lastly, there were 1.67% of them who said that their friends had supplied brilliant ideas for their groups.

Regarding the problems that the students encountered during the use of *Pecha Kucha*, the majority (26.67%) pointed out the time restrictions of *Pecha Kucha* as the main problem in their performance. Furthermore, 18.33% of the respondents claimed that the main problem was their personal nervousness when speaking in front of the class, 16.67% of the respondents mentioned that they had unsuccessful time management, and 11.67% felt that the biggest problem was that they could not memorize what they had to say well. In addition, the respondents stated that they had difficulty in choosing the topics as well as the properties (8.33%), poor oral skills (6.67%), poor teamwork (3.33%), technical problems (3.33%), poor grammar mastery (1.67%), and poor preparation (1.67%). As for the solutions to overcome those problems, practicing was mentioned the most frequently by the respondents. Other solutions that appeared were consulting the lecturer, discussing the problem with their group members, and dividing the jobs among group members. Additionally, the respondents were requested to mention the drawbacks they felt during the *Pecha Kucha* implementation. Personal limitation in terms of nervousness was the most frequently mentioned drawback (18.33%) followed by the difficulty level of the task (16.67%). Other drawbacks the students felt during *Pecha Kucha* were the grouping (11.67%), limited preparation (10%), time constraints (3.33%), time management (3.33%), time precision instead of oral skill (3.33%), subjective assessment (1.67%), poor attention from the audience (1.67%) and personal limitation in terms of concentration (1.67%).

Some suggestions were proposed to improve *Pecha Kucha* implementation. The majority (33.33%) pointed out that they needed to have longer time to prepare and practice better for the performance. There were 10% of the respondents who suggested to provide longer time for each slide. Furthermore, there were 8.33% of the respondents who believed that *Pecha Kucha* was better done in pairs; and another 3.33% suggested that it was better done in group of three (3) people. In addition, reducing its frequency of use into one time only (3.33%), providing the text for the first project (1.67%), providing more examples of *Pecha Kucha* (1.67%), and providing students with more specific feedback and suggestions (1.67%) were some other suggestions disclosed.

Conclusion

This study was aimed at revealing the students' opinions on the use of *Pecha Kucha* presentation format in Textual Pronunciation class. The results obtained from the questionnaire exhibited that students had positive perception on its implementation. From various expectations that they students had prior to its implementation, a lot of them had

been met throughout the course. They were largely related to improvement in oral skills. Despite the discouraging experiences which were mainly caused by nervousness and poor time management as the top two factors, the majority of them mentioned more encouraging experiences, such as increased speaking fluency, better speech organization, and improved concentration. Nevertheless, some problems were still found during the use of *Pecha Kucha*, the top three problems being the time constraints, nervousness and unsuccessful time management. Suggestions for improvement were spelled out in terms of giving students extended time to prepare and practice better.

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THE ENJOYABLE WAYS: IMPROVING STUDENT VOCABULARY MASTERY BY USING SCRABBLE GAME

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Abstract

Building vocabulary is an important aspect in second language acquisition of children. When we are difficult to memorize a word, it will create the lackness of our vocabulary. Unfortunately, in status quo, teaching vocabulary for Indonesian children is not an easy thing to do. Surely, this is the responsibility of the English teachers to solve this kind of problem. The writers assume that playing scrabble become a more effective medium of learning and facilitating student to improve their vocabulary in enjoyable ways especially in elementary school. The purposes of this paper are: (1) to describe the problem of teaching English vocabulary (2) to try to solve this kind of problems by using an enjoyable way, (3) to find out whether or not there is a significant difference between the level of vocabulary mastery at the students taught by using scrabble game. The writers believe this kind of approach can help the student in order to increase their English vocabulary mastery better than before.

Keywords: problems, vocabulary, responsibility, enjoyable, scrabble.

Introduction

English is taught from elementary school to university in Indonesia. However, the result of English learning in Indonesian student is unsatisfactory. It is shown by the comprehension vocabulary mastery of student. The majority of them cannot speak English fluently in daily lives. They have poor writing and listening skill as well. From these phenomenon English is regarded by the student as the most difficult subject for them.

Many of students feel English is most difficult subject. It can be happened because of several factors. The several factors is : motivation, material, teacher, etc. Why are students must get experience like that? The big question is : Is the teacher using a wrong method in teaching English? The writer assumes that there is no innovative material and the teacher forced the student to open the dictionary and also forced them to memorize the difficult vocabulary. Of course it will give a nightmare for student in memorizing list of vocabulary. To reach the best goal, the researcher thinks we must change the way to study English.

Vocabulary is the most important material in foreign language teaching for learners. According to Celce & Murcia (2001: 285), vocabulary learning is central to language acquisition. The teaching English vocabulary has a very essential role to enable Indonesian students in understanding English as their foreign language. English vocabulary mastery, in fact, has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he or she will not be able to communicate with the surroundings.

Finochiaro (1974: 38) states teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help the students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the student understand social life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Dr. Wren in (<http://www.eslvocabulary.org/>) suggest that the target of vocabulary list is that student should understand for EFL country, elementary student should understand 500-750 list of word. Junior high school students should understand 750-1000 list of words and senior high school student should understand more than 1000 list of words. From these data, we conclude that, it is still too far to reach that target for indonesian student. It can be seen by their perform in using english in their daily. So, this is a big problem that the teacher should overcome.

Teaching English vocabularies for foreign language learners is not an easy thing to do. According to Nation (1990: 33), there are three factors which can make learning words or vocabulary difficult. First, the learners' previous experience of English and their mother tongue. Second, the way in which the word is learned or taught. Third is the intrinsic difficulty of the word. The writer will focus on the second factors. The teacher must be successful in teaching the words. An effective teaching is the basic factor for the success of teaching and learning process. Teachers should constantly search for new innovative materials to enhance learning in classroom environment. To meet this demand, the teacher tries to promote materials as being authentic, innovative and interesting, but many teachers still believe in force the student to finish the task. It surely will give the bad impact for the student because they do not enjoy the learning process. In this point of view we can blame the teacher.

Scrabble is a good alternative material for teaching vocabulary. It's an interesting and challenging game to play. It can be a stimulant to find imagination in order to improve the student vocabulary mastery. By playing scrabble, they may find and meet the difficult words. According to Lee (2008: 37), a vocabulary game is one in which the students' attention is focused on mainly on words where the main focus of attention is elsewhere give incidental vocabulary practice. While students are playing scrabble, unintentionally they improve and gain many new vocabularies.

Games are enjoyable because the goal is visible and stimulating, outdoing others and improving on oneself are by and large enjoyable pursuit (Lee: 1). They banish boredom and so make for willing students who look forward to language learners. That's why the writer assumes that scrabble game becomes more effective medium of learning vocabulary. In addition, the writer wants to prove that using scrabble can attract students to enjoy learning English especially its vocabularies. More importantly, students can enjoy their learning process.

The writer chooses seventh grader students of SMP IT Abu Bakar Yogyakarta as the setting. The writer observes the students of SMP IT Abu Bakar need an innovation of English teaching method. Innovation is to improve English skills with enjoyable media and easy to understand.

Based on the discussion above, the writer wants to know how well seventh graders students' vocabulary mastery in SMP IT Abu Bakar. The reason for choosing the topic is because mastering vocabulary is essential to improve the four language skills (listening, speaking, reading, and writing). The students have to master vocabulary in order to be able to communicate in English, and most students in junior high school still have difficulties in improving their vocabulary.

Research Method

This study is classified into an experimental research. There are several definitions of experimental research by experts. First, according Sukardi (2009: 179), generally experiment research is a systematic method of the research which aims at constructing a cause and effect relationship that occurred during and after the research conducted.

Second, Rodger & Brown (2002: 211) say that, "An experimental is defined as a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this relation produces a change in the other."

The population in this study is seventh- grade student of SMP IT Abu Bakar Yogyakarta. The sample is taken by using purposive sampling. The sample is 7C as controlling grup and 7D as experimental grup. The fixed number of sample is 29 students.

Vocabulary test and observasion are used as instruments. After obtaining test score of both experimental and control class the writer tested the homogeneity of the two classes and variances. Observation sheet is secondary instruments to observe the teaching and learning process in both experimental and control group. The observation sheet consists of teacher's performance. Observation involving teaching procedure and student performance.

Treatment

How to use scrabble in ESL classroom

The following are general steps of scrabble game in ESL classroom in this study adapted from (<http://busyteacher.org>).

a. New vocabulary

Learning new vocabulary is the most obvious use for and benefit of Scrabble in the ESL classroom. Make sure in the first meeting you introduce the rule to student how to play scrabble. Without it, student will not inderstand because scrabble game has a complicated rule. But the writer believe they can understand the rule after we explain it to them.

b. Spelling Practice

While some students are practicing new vocabulary words, the other students will be trying to spell familiar words correctly. It goes without saying that misspelled words are not allowed in the game of Scrabble

c. Letter Groupings

Part of learning how to spell in English is knowing what letter combinations appear frequently in words. In fact, Scrabble players will arrange their letter tiles to see common letter combinations in hopes of discovering a word they might play. These common combinations, such as ch, ll, sh, ck, br, tr, tion, etc., might help a player realize a word he has the makings for among his tiles.

d. Number Writing

Numbers can be one of the toughest things to learn and practice in a foreign language. Since numbers are so abstract, any second language speaker will naturally read and write numbers while thinking of the words in their native language. To push your students to ingrain numbers in English, have one of your students keep score during the game. However, rather than using numerals to keep the score, have your student write out the numbers using words. This will challenge your student to use English rather than his native language as he thinks and writes each player's turn and may help with a number-second language connection in the brain.

e. Dictionary practice

A dictionary can be a great support in Scrabble when the students are exploring for a word. But getting the students to explore the dictionary is an even greater benefit than finding a word with z or q. Though they may be looking for a

word to play on their turn, they will also be exposing themselves to new words and their definitions with every page they look at. They may recognize words they have heard in public or discover a better way to understand a vocabulary word they already know. If you asked your students to explore the dictionary for no particular purpose, you would most likely see a lot of eyes rolling, but when they take it upon themselves to explore the dictionary for a Scrabble game, they make gains without even realizing it.

f. Classroom Fun

Learning a language, especially in an immersion setting, is stressful. Every day is full of new words, new sounds and new cultural expectations. Sometimes, your class will benefit most from just taking it easy. When scrabble is used your classroom to lighten the mood or reward your students after completing a unit, it will give them a chance to decompress without feeling as if it is wasting a day in the classroom.

Research Findings

In pre test conducted, the student were asked to finish the test in 60 minutes. The table is based on calculation pre test score in experimental group as follows.

Table 1 Result Distribution of the Pre-test in the Experimental Group

Experimental Class	Number of Students	Mean	Standard Deviation	Maximum Score	Minimum Score	Variance
Pre-test	1414	79,428	7,882	92.00	64.00	61, 187

The total number of students who belong to the experimental group in this research is 14. Based on the table above, it can be seen that a mean of 79.428, SD 7,882 and Variance 61,187 are for the experimental group. Furthermore, the maximum and minimum scores for the experimental group are 92.00 and 64.00.

Moreover ,the result of pre-test in control group was simillarto the experimental group as follow:

Table 2 Result Description of the Post-test in the Control Group

Control Class	Number of Students	Mean	Standard Deviation	Maximum Score	Minimum Score	Variance
Pre-test	11	80.36	6,313	92.00	72.00	39.885

The total number of students who belong to the control group in this research is 11. Based on the table above, it can be seen that a mean of 80,36 and SD of 6,313 are for the control group. Furthermore, the maximum and minimum scores for the control group are 92.00 and 72.00.

After administering the per-test, the teaching and learning ativities conducted in three meetings. Teacher teach how to play scrabble game inexperimental group. However in control group teacher teach normally to the student in finishing their LKS (*Lembar Kerja Siswa*). The post-test then conducted in the both class in order to know the differences.

The result of pos-test in experimental group as follow:

Table 3 Result Description of the Post-test in the Experimental Group

Experimental Class	Number of Students	Mean	Standard Deviation	Maximum Score	Minimum Score	Variance
Post-test	14	84,57	7,51	96.00	68.00	56,264

The total number of students who belong to the experimental group in this research is 14. Based on the table above, it can be seen that a mean of 84,57, Variance 56,264 and SD of 7,51 are for the experimental group. Furthermore, the maximum and minimum scores for the experimental group are 96.00 and 68.00.

Moreover the result post-test in control group as follow:

Table 4 Result Description of the Post-test in the Control Group

Control Class	Number of Students	Mean	Standard Deviation	Maximum Score	Minimum Score	Variance
Pre-test	11	80.36	6,313	92.00	72.00	39.885

The total number of students who belong to the control group in this research is 11. Based on the table above, it can be seen that a mean of 80,36 and SD of 6,313 are for the control group. Furthermore, the maximum and minimum scores for the control group are 92.00 and 72.00.

Data Analysis

Descriptive Analysis

The instrument of the study is test which consists of pre-test and post-test for the experimental and control group. In the pre-test of the control group, the mean score is 78,556, the standard deviation is 9,091, and variance is 70,691. This result does not show a significant improvement in the post-test, which the mean score is 80, 36, the standard deviation is 6,313 and variance is 39,885. It is because there is no treatment in the control group.

The condition above is different from the experimental group. In the pre-test of experimental group, the mean score is 79,428 and the standard deviation is 7,882. After doing pre-test, the researcher gave the treatment for the experimental group. In the treatment, the researcher helped students to improve their vocabulary by using scrabble game. And finally, there is a significant improvement in the post-test while the mean score is 84,57 the standard deviation is 7,51 and the variance is 56,264.

Inferential Analysis

Before carrying out the test of hypothesis and seeing the statistic category (parametric statistic or non-parametric statistic) the data must be tested using normality testing. If the data normal, it is concluded in parametric statistic by analyzing uses paired t-test model. While to know the homogeneity of data, the data must be tested using homogeneity testing.

Homogeneity Testing

Test of homogeneity is conducted to analyze whether the data are homogeneous or not. The test is analyzed using Levene Statistic. The result of the homogeneity test can be seen in the table below.

Table 5. Test Homogeneity of Variance

Pre-test

Levene Statistic	Df1	Df2	Sig
.026	1	11	.875

Post-test

Levene Statistic	Df1	Df2	Sig
.076	1	26	.785

As visualized in the table above, by using significance level 0.05, the result can be concluded that the data is homogenous because the value of Sig. is higher than 0.05.

To compare the result of Pre-test between Experimental Group and Control Group, the researcher had to count the t test. The t test is applied to test whether there is significant difference between the two groups. The result of the two groups can be seen in the following table.

Table 4.13. Pre-test Result of t-test

Group	Df	t_o	t_t	P (sig.)	Result
Experimental and Control	60	6.95	3.15	0.005	Significant

Based on the obtained data, it is found that the value of t-observed (t_o) is higher than the value of t-table (t_t) ($6.95 > 3.15$). It means that there is significant difference between the experimental group and control group in the post-test. Based on the table, the researcher concludes that the hypothesis is accepted and there is a significant difference between students who were taught using scrabble and those taught without using scrabble as a technique.

Conclusions

Having conducted the research of teaching vocabulary using scrabble game, the researcher gives some conclusions based on discussions. The conclusions are:

1. The vocabulary score of experimental class (the student who are taught using scrabble) is 84,57
2. The vocabulary of control class (the student who are taught without scrabble) is 80,36
3. There is a difference in vocabulary score of students taught using scrabble and that of who were taught without it. It is seen from the mean of experimental class higher than control class ($84,57 > 80,36$). On the other hand, the test of hypothesis using t-test formula shows that the value of the t-test is higher than the value of t-table. The value of t-test is 6,95 while the value of t-table on $\alpha = 5\%$ is $6,9 > 3,15$. The hypothesis is accepted.

After the writer found the result of the research, the writer gives the recommendation for:

1. The teacher

In English language teaching and learning at junior school, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can, The enjoyment ought to be the aims which hopefully will have good effects on the education In other

word, the teacher should make learning enjoyable because students love plays and learn well when they are enjoying themselves.

2. The students

This research found out the description students achievement at SMP IT Abu Bakar in vocabulary mastery. Teaching vocabulary using scrabble game can motivate students to improve their vocabulary. Vocabulary is the essential to improve four language skills (listening, reading, writing, and speaking). So, the students should improve and practice their vocabulary in real condition such as outside of the classroom.

3. The principle of school

The researcher hopes the school institution can support teacher to create enjoyable, fun and interesting situation in learning such as using cartoon movies. So, this research will increase students' knowledge especially in English skill.

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QUESTIONING STRATEGIES UTILIZED BY PRE-SERVICE TEACHERS AND ITS IMPLICATIONS

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Abstract

Questioning skills are necessary to help students learning successfully. The more teachers employ questioning strategies, the better questioning skills they have. Pre-service Teachers (PSTs) as the prospectus teachers need to pose this skill. This research is a qualitative research aimed at investigating the strategies that are used by the PSTs and figuring out its implications. The data sources of the research were video recordings of field experience examination. There were 8 recordings of field experience examination taken from 8 respondents. The recordings were analyzed to figure out the questioning strategies used by the PSTs. The results showed that the most percentage of question strategies is sequencing (32.5%). The following three questions strategies are participation (27.5%), student questions (27.5%) and wait time (12.5%). The seven PSTs utilized two to four question strategies. The other four strategies which are adaptation, probing, phrasing, and balance have not been used by the PSTs. It might because PSTs have not acknowledged and realized the importance of utilizing questioning strategies. The recommendation proposed are: Micro teaching as the course preparing the PSTs to teach real English classes has to emphasize the maximum use of question strategies; also, it is necessary that questioning skills are integrated into Speaking for Instructional Purposes course in order that the PSTs consciously attempt to pose more various and better questions strategies.

Keywords: Pre-Service Teachers (PSTs), questioning strategies, questioning skills.

Introduction

While questioning skills are viewed as important skill in teaching, little research has been conducted on the questioning strategies used by PSTs in Indonesia. Even, questions seem not take important role in teaching. Questions posed by PSTs are mainly questions of exercises which require students to recall facts or some information from the given text. Many English classes of Indonesian class setting are conducted quite silently with few questions. In this sense, teachers play important role in posing questions. PSTs are prepared to be teachers and expected to have good questioning strategies. Questioning strategy is generally used by teachers to help students to participate in discussions, check their homework or seatwork completion, review past lessons, and motivate them to continue acquiring new knowledge on their own (Ocbian & Pura, 2015).

The PSTs in this present research are the third year students who have taken theoretical and practical courses. The theoretical ones are *Teaching Design For Adult Learners*, *Approaches and Methods of English Language Teaching*, *Speaking for Instructional Purposes*, and the practical one is *Micro Teaching*. After the completion of those courses, the students are obliged to join field experience. They are placed in a certain secondary school and assigned to teach some English classes. At school, they are usually assigned to teach tenth or eleventh graders. Since this field experience program is held annually, I have been experiencing of being an advisor in different schools. An advisor is responsible for giving advices and guiding the PSTs during the program as well

as paying a visit to the schools. The PSTs may consult on how to prepare lesson plan for certain material and things related to English instruction.

Based on my personal observation, most of English PSTs asked fewer questions to students in class. When they asked questions, they usually asked low-order questions rather than higher-order questions. It is in line with the previous researches, (Khan & Inamullah, 2011) of which the result showed that lower order questions were mostly asked by the teachers than higher order. Therefore, gaining understanding on how PSTs utilize questions is becoming interesting to be investigated to later propose some recommendations after the findings.

Some previous researches on questioning strategies have been conducted. The first one was a descriptive research investigated questioning strategies of literature teachers (Ocbian & Pura, 2015). While another research was experimental method investigated the impact of questioning techniques and recitation on student learning (M. D. Gall & Rhody, 1987). Those two researches and the present research are similar on the investigated theme that is questioning strategies. The method of the present research is closely related to Ocbian research. Yet, the respondents were not teachers but PSTs and the implications of using questioning strategies would be revealed. And most importantly this present research proposes some possible recommendations to prepare PSTs to be equipped with questioning skills to promote successful learning.

Research Questions

Actually, the PSTs have been equipped with a practice of how to ask question effectively. They have taken some courses before joining field experience program. Based on the personal observation, it showed that PSTs asked fewer questions in class. When they asked questions, mostly the questions were not engaging the students to gain new knowledge. Therefore, this research considers these following questions: what questioning strategies are utilized by the PSTs and what are the implications of the questions strategies utilized by the PSTs?

Review of Related Literature

It is generally known that questioning strategies very closely related to Taxonomy Bloom. It has been widely used by educators and researchers as well in measuring things deal with questioning. New Bloom's Taxonomy outlines six levels: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson, Krathwol, 2001). These levels are ordered from concrete to abstract and have been categorized between lower- and higher-order thinking skills. Lower-order thinking (LOT) requires students recall of information or apply concepts or knowledge while higher-order thinking (HOT) requires more complex process of conceiving, manipulating, and dealing abstractly with ideas. Those skills are needed for analysis, synthesis, evaluation, and creation. On the contrary, Booker in (Whitacre, Esquiedo, & Ruiz-escalante, 2013) attributes that the low performance of U.S. students when compared to international students to the overuse of Bloom's taxonomy. Many educators and teacher preparation programs expect students to think critically about concepts when they have no or limited factual knowledge. We, as either educators or researchers have to take into consideration the argument. Very importantly that students build a strong foundation on the knowledge and comprehension of basic concepts before asking them to analyze, evaluate, and create something based on the context. At the same time questions should not only lower order questions. It has to be a package of good questions covering low-order questions to higher-order questions provided by teachers to facilitate students to be able to think more abstract and critically.

Questioning skills are necessary for teachers worldwide. To be specific asking effective questions is important for some reasons. Firstly, it prompts students to understand the discussed material better. Also, questions trigger them to construct ideas and think critically to find out answers. Thirdly, they will feel succeed learning when they can cope with questions asked by their teachers. In the opposite, they might have a feeling of being failed when they cannot answer questions which are directed to them. Seeing the importance of effective questioning, teachers need to be skilful in posing questions. Yet, questioning is not a given skill. To have good questioning skills, it needs practice. Questioning does not merely ask any question without any purpose underlies. Questions have to be purposeful and well planned in order that students are benefited from the questions.

Questions in the class serve as different functions. According to Kauchak and Eggert in (Ma, 2009) the functions are grouped into three categories: diagnostic, instructional and motivational. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out how they think about a topic. For the instructional function, questions are used to facilitate learners to learn the new knowledge. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think. In terms of its functions, there are several detailed reasons why questions are so commonly used in teaching and learning:

1. they stimulate and maintain students' interest.
 2. they encourage students to think and focus on the content of the lesson. They enable a teacher to clarify what a student has said.
 3. they enable a teacher to elicit a particular structure or vocabulary items.
 4. they enable teachers to check students' understanding.
- they encourage student participation in a lesson

In fact, many teachers often are not aware with the functions of questions. They mostly ask questions that require the recall of factual information. Students mostly are required to memorize rather than analyze or interpret information. It shows that teachers have not thrown good questions that require students to think deeper and have well-thought in answering questions. Good questions should be continuum of questions from low-order questions but also higher-order questions. Essential questions are not bad. Yet asking such questions to more often will not benefit students a lot. Much exposure of divergent questions will guide students to acquire new concept better. To sum up, knowing the function of the questions that are going to be asked will raise teachers' awareness in asking questions.

Teacher Talk, a newsletter for educators dedicated to promoting best practices in the classroom suggested that successful questionnaires utilize several skills when asking good questions. These include: phrasing and sequencing questions effectively, responding to questions so that class time is used efficiently, keeping questions from leading to digression is useful, and using the right tone and delivery both when asking and responding questions, Teacher Talk in (Mccomas & Abraham, 1991)

Techniques for Successful Questioning are:

1. Phrasing; teacher communicates the questions so that the students understand the response expectation (ie: no run-on question)
2. Adaptation; teacher adapts the question being asked to fit the language and ability level of the students.
3. Sequencing; teacher asks the questions in a patterned order indicating purposeful questioning strategy

4. Balance; teacher asks both convergent and divergent questions and balances the time between the two types. The teacher uses questions at an appropriate level or levels to achieve the objectives of the lesson.
 5. Participation; teacher uses questions to stimulate a wide range of student participation, encouraging response from volunteering and non-volunteering students, redirects initially asked questions to other students.
 6. Probing; teacher probes initial student answers, and encourages students to complete, clarify, expand, or support their answers.
 7. Wait Time (Think Time); teacher pauses three to five seconds after asking a question to allow students time to think. The teacher also pauses after students' initial responses to questions in class.
 8. Student questions; teacher requires students to generate questions of their own.
- Richards&Lockhart in (Ma, 2009)

In other words, questions are teaching tool which can lead a successful learning. In so doing, preparing questions is necessary as well as considering the functions of questions. Further, questionings skills are required in order that the targeted objectives can be achieved. To have a good questioning skills, posing wide range questions from low order to higher order questions is needed since students have to construct ideas on their own. After deciding what questions to be posed, utilizing various question strategies also needs to be taken in account.

Research Method

The field experience lasted for three months. Among the class meetings, there was one meeting considered to be recorded for examination. The recording was submitted to the advisor to be assessed. This present research was taking the video recordings of examination of PSTs in two different secondary schools, a secondary state school and an Islamic state school. The PSTs were third year students of English Education Department of Universitas Muria Kudus. The participants were eight PSTs, four of them were placed at the private vocational high school and the rest were at the state Islamic school. The seventh participants were females and only one male, who was placed in the vocational high school. While the PSTs examinee was teaching, other colleagues were recording it. Then the recordings were submitted. In this present research, there were eight recordings of eight PSTs were analysed. Analysis focused on the questioning strategies used by PSTs during English instruction. Procedural questions and other questions dealt with classroom management were not analyzed. The data were analyzed based on the eight question strategies, they are: participation, probing, phrasing, adaptation, wait time, sequencing, balance and student question and their frequency of use was determined, Teacher Talk in (Mccomas & Abraham, 1991).

Results and Discussion

After analysing the data, the results and discussion is presented as follows:

Questioning Strategies Utilized by PSTs

The techniques of questioning utilized by the PSTs are viewed in Table 1.

Table 1. Question Techniques Utilized by PSTs

No	Question Strategy	PST1	PST2	PST3	PST4	PST5	PST6	PST7	PST8	Total	Percentage
1	Participation	1	1	1	1	0	5	1	1	11	27.5%
2	Probing	0	0	0	0	0	0	0	0	0	0%
3	Phrasing	0	0	0	0	0	0	0	0	0	0%

No	Question Strategy	PST1	PST2	PST3	PST4	PST5	PST6	PST7	PST8	Total	Percentage
4	Adaptation	0	0	0	0	0	0	0	0	0	0%
5	Wait time	0	1	0	1	1	1	0	1	5	12.5%
6	Sequencing	2	2	2	2	1	1	2	1	13	32.5%
7	Balance	0	0	0	0	0	0	0	0	0	0%
8	Student questions	0	0	1	1	1	1	6	1	11	27.5%
	Total	3	4	4	5	3	8	9	4	40	100%

From the table it can be seen that the most used question technique was the sequencing with total frequency of 13 (32.5%). It is followed by participation and student questions with 11 (27.5%), and wait time with 5(12.5%). Probing, phrasing, adaptation, and balance with no frequency at all. Sequencing is the most used question technique by PSTs in class. It can be noted that among the PSTs, they posed different question strategies. The number of question strategies was ranged from 2 to 4 strategies with the frequency as shown in Table 1. The question strategies utilized by the PSTs were participation, wait time, sequencing, and student questions. The use of this question technique that can be recognized in this cited discussion is as follows:

The PST: Do you know what report text?.

What is report text? (no wait time)

According to Oxford university, report text is ...

Have you understood with the definition?

Do you know it's generic structure?

There are two (no wait time)

It can be noted that the PSTs asked so many questions in sequence with a purpose to explain the students the material that would be discussed. The PSTs in this case did not give the students a chance to answer the questions since there was no wait time. It was only 2 seconds of wait time and the questions were answered by the PSTs. This questioning strategy as stated by Mc Comas is purposeful. Here, the PSTs intentionally used this patterned questions in order to acknowledge the students with the material that would be discussed. These questions were asked in the very beginning of class after opening the class or in the end of class. The reason was clear, that was to review or preview the material. The other PSTs used sequencing strategy for checking the students' understanding. The PSTs got used to ask using this strategy. They had prepared the questions which led the students to understand the material being learnt. Unfortunately, the PSTs were seldom to go deeper asking about the concept. The questions were merely about definition, the generic structure, the pattern of particular grammar, etc. Reasons of employing those kind of questions according to (Richards&Lockhart in (Ma, 2009) were to elicit a particular structure or vocabulary items and enable teachers to check students' understanding.

While, the next strategy which is used with frequency of 11 (27.5%) is participation and student questions. The example of the PSTs' effort is shown as follows:

Teacher : Today I have some pictures. Do you know this place? (*the teacher was showing a picture of Prambanan temple, a destination of Indonesia*)

Students: *Candi Prambanan*

Teacher : *dimana tempatnya?*

Students: *prambanan*

Teacher : Have you ever been there?
 Students: yes
 Teacher : *Siapa yang sudah pergi kesana?*
 Students: *belum, saya belum pernah.*
 Teacher : *ada yang belum ya. Bagaimana kesannya?*
 Teacher : Now the next picture, *the teacher was showing a picture of Eiffel*
 Students: Eiffel..eifel.. *(while laughing)*
 Teacher : have you ever been there?
 Students: from TV...
 Teacher : between prambanan temple and Eiffel, do you like ...*mana?*
 Students: paris...
 Teacher : *mengapa? Jika kalian mau pergi kesana kalian mau ngapain?*
 Students: *foto foto...*

The above extract showed that the PST 5 questioned the students and encouraged them to participate in answering the questions. The PST showed two pictures and elicited whether the students had been there before. The PSTs also used the second language and repeated the questions to let all students participated in answering the questions. Consequently, all of the students responded the questions while cheering sometimes. The questions given were the same with different pictures. Here, the PST was the one who posed participation technique more a lot than others. Commonly, in utilizing participation strategy, the PSTs involve the whole students in answering the questions. They did not focus on one student and move to others. The students seemed comfortable to answer questions in class. When they were asked individually, they often showed ashamed and not confident giving the answer. Or, they usually answered in a very simple sentence like 'yes'. The PST actually could design the questions from the complex to the simplest to elicit students' answer to finally meet with the targeted answer. Yet, the observed effort showed that the PSTs were not asking more deeply. As a question technique, participation is often used to a class who could not give the correct, exact answer to a certain question at once. The teacher exhausts every question, from complex to simple, dividing the ideas of the question to simplify them, relating students' answer one after another to finally come up with the most exact one (Ocbian & Pura, 2015).

Another question strategy with the same frequency was student questions. Student questions were when teacher requires students to generate questions of their own. Here, the questions which were thrown to the students mostly were single questions after explaining the discussed material. The question was "any question", "any question so far", or the same sense question in the second language, *ada pertanyaan?* Yet as commonly happen in Indonesian class, the students tended to be silent and were not willing to ask any question. There was only one student asked question when T5 asked such a question. (Ocbian & Pura, 2015) states that when the culture dominating the classroom, students never ask questions. They are hesitant and permissive to the culture inside the classroom. They are hesitant that they might ask the wrong questions and might be laughed at by their classmates. Similarly, Indonesian students seemed to be ashamed to ask questions even simple questions.

Then for wait time, the PSTs paused or waited to get students' responses from 2 seconds to 12 seconds. The PST 1 was indicated to have short wait time that was 2 seconds. While the PST 6 showed to have the longest wait time that was 12 seconds. The other PSTs had a wait time around 3 seconds. Yet, the same PST did not always to have the same length of wait time in one class meeting. It is understandable, since the PSTs used questions before delivering a certain material to get the students' attention. While a

good wait time according to (Mccomas & Abraham, 1991) was three to five seconds. Yet, the PSTs tend to shorten the wait time when the students seemed not understand with the questions. For those who really posed questions for eliciting, they usually had a quite durable wait time. On the opposite, when questions were thrown for the sake of getting the right answer from students, the wait time tend to be shorter. There was a worry to see the students answered incorrectly.

For strategy of probing, phrasing, adaptation, and balance were not found at all. It might because the PSTs were not familiar with those techniques. Initially, I thought that some belonged to adaptation. In fact, they were not because they were not intended to simplify the language to be fitted with the students' level. They asked simple questions but it was not the process of adapting information from any text then made it simple for the students. The simple questions usually were dealing with procedural matters including classroom management. Some reasons why the four strategies were not found might because the PSTs were not knowledgeable about them. Providing these questions was not easy since it should have been well prepared. The questions are believed to promote students critical thinking especially balance strategy. In balance strategy, the questions given should have been balance between low order questions and high order questions. Higher order questions require higher order thinking skills. In other words, when students can fulfill the questions, it can be said that the students have critical thinking competency (Rusiana, 2016).

From the findings, it was observed that question strategies utilized by the PSTs were participation, wait time, sequencing, and student questions. The number of question strategies utilized by each teacher was ranged from 2 to 4 strategies. It was also identified that they used to ask questions which was at the level of knowledge, recalling fact. Also, they asked questions to get the students' attention for introducing new topic, gain the students' responses, and so forth. Almost always, the PSTs asked very basic questions dealing with the material for instance: *What is descriptive text?*; *What is the generic structure of descriptive text?*. They almost did not ask questions about the content of the discussed material deeper to help the students construct ideas on their own. The questions were merely posed for the sake of asking especially reviewing of previewing about the material. Mostly, the given questions are to check the students' understanding. Such questions are categorized as instructional function with a reason of checking the students' understanding (Richards&Lockhart in Ma (2008). Brown & Wragg in Khan (2015) also discusses the result study of (M. Gall, 1984) who noted that 6 percent of teacher questions required pupils to recall facts in much the same way as that in which they were presented, and only twenty percent required pupils to think beyond the level of recall; the remaining percent involved procedural matters such as classroom management. Similarly, in this present research, there were also questions which could not be put into the seven strategies because they belonged to procedural matters.

Implication of the Use of Question Strategies

The only four question strategies utilized by the PSTs with the most percentage of sequencing, followed by participation and student questions, and wait time might imply some things. Firstly, the PSTs have not realized the importance of employing question strategies in teaching English. They focused a lot more on the presentation and class management during the class. An effort of questioning the students with the aim of helping students to construct their own understanding of the discussed material have not emerged yet. Secondly, they tended to focus on the material and go along with the lesson plan with a quite strict steps of pre, whilst, and post teaching. It caused them not to be aware of the importance of questioning strategies in English instruction The teaching

scenario seemed customized and there was no room for them to develop their questioning skills.

Conclusion and Recommendations

In the light of results and discussion the following conclusions are drawn. The most percentage of question strategies is sequencing (32.5%). The following three questions strategies are participation (27.5%), student questions (27.5%) and wait time (12.5%). The seven PSTs utilize two to four question strategies. The other four strategies which are adaptation, probing, phrasing, and balance have not been used by the PSTs. They actually need to be taken into account since utilizing all of the strategies will benefit the students and lead them to learn successfully. The PSTs possibly have not acknowledged and realized the importance of utilizing questioning strategies. Their paradigm probably is still “teaching is explaining”. They take greater part in explaining, not questioning. When they ask questions, almost always it deals with getting things done dealing with classroom management. Thus, some recommendations are presented in this present research. First, *Micro teaching* as the course preparing the PSTs to teach real English class needs to emphasize the maximum use of questioning. The PSTs should have a clear understanding of the urge of utilizing question strategies to prompt the students learn successfully. In addition, questioning skills can be integrated into *Speaking for Instructional Purposes* course. When it is intentionally integrated into a course, consciously the PSTs will attempt to pose more various and better questions.

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TEACHERS' STRATEGY IN MAINTAINING CLASSROOM COMMUNICATION IN PRE SERVICE TEACHING: A FUNCTIONAL ANALYSIS

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Abstract

Pre service teaching is a training program for teacher candidates implementing theory and knowledge in teaching English in the classroom with real students at school. As pre service teachers, students do not have enough experience in managing classroom, especially in interacting with students, but they are expected to cope with the students as the class manager. Classroom interaction is one of important aspect which supports the success of teaching and learning processes. Therefore, it is very important for teachers to acknowledge the way to interact with students as part of giving effective classroom instruction. The focus of this research is to discover the strategy of classroom communication applied by teachers. It is done by analysing *discourse purposes* produced by the English education department students of Muria Kudus University in giving instruction in their pre service teaching program. The data of the research are derived from the transcription of the recorded teaching and learning process.

Keywords: teachers strategy, discourse purposes, pre-service teaching

Introduction

Most interaction that is used in the classroom by the teacher are instructions. Teacher usually initiates the interaction by giving instruction. Giving instruction is becoming crucial issue in teaching and learning. Once a teacher fails in giving instruction, then the whole learning process is a waste of time. The teacher in the class has to be sure that the students understand his instruction clearly and do what the teacher ask them to do. The students' activity should have been the central attention of the teacher as it is the indication whether the students have understood their role. By giving good instruction hopefully teachers will be able to manage effective learning processes and at the same time generate the students' enthusiasm in participating the lesson.

Teachers sometimes do not realize that they often make mistakes in initiating interaction with the students. It is because sometimes we use over complicated language, give more than one instruction at a time, or maybe we fail to observe the students' attention. There are many aspects that cause the failure of giving instruction. Therefore, teachers need to do some reflection after the process of teaching and learning.

Besides giving good instruction, teachers should also be able to respond appropriately to the students. These responses could create good atmosphere in the students-teachers' classroom interaction and develop good students-teachers relationship. However, managing good interaction need a skill and this communicative skill derived from direct interaction with the students. Students and teachers need to get to know each other well.

The English education department students as teacher trainees still have limited experience in managing the lesson; however, they have to practice handling real classroom in the pre-service teaching program. This teaching experience can be a significant process for the students as their basic knowledge in applying some theories

they have got in college. It is also very important in developing students' competence as the next professional teachers.

Giving instruction deals with the interaction conducted by the teacher and the students in the classroom. It involves the teacher's initiation and students' respond and vice versa. Halliday (1984, 1985a) as quoted by Eggins (1994) points out that whenever we use language to interact, one of the things we are doing with it is establishing a relationship between us: between the person speaking now and the person who will probably speak next. The basic speech roles we can take on are; **giving** and **demanding**. We also choose "**commodity**". The choice is between exchanging **information, goods or services**. The four basic **move types of statement, question, offer and command** are **speech functions**.

Therefore, in this research, I will focus on analysing the speech function which occurs in the interaction between teacher and students in the classroom. The classroom interaction here is in the classroom managed by the English Education Department Students when they are participating in teaching practice program. As teacher trainees, the students still have limited experience in managing classroom interaction, so evaluating the way they teach will be a significant aspect in developing students' competence in teaching as part of teachers' reflection. Therefore, the research objective will focus on this following aspect: To explain the strategy used by the pre-service teacher in interacting with the students.

Review of Literature

Speech Function

In the classroom, the role of the teacher is as a facilitator. He should be more democratic rather than autocratic who able to foster learners' autonomy and facilitate the learning. Harmer (2007: 108) states that as facilitators, teachers' role is very important in the management of classroom interaction. They are controllers, they are in charge of the class and of the whole activities which occur. They are the leader who controlling, giving the instruction and also organizing.

Interaction or conversation among teachers and students can be very unique in form. Hans-Georg Gadamer as quoted by Smith (2001) adds "conversation is a process of two people understanding each other. Thus it is a characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says'.

Based on its orientations, Eggins & Slade (1997: 18-20) differentiate the nature of conversation in to pragmatically oriented and casual conversation. Pragmatic conversation refers to pragmatically oriented interaction, it is conducted in serious tone and accompanied by various expressions of politeness (e.g. would that be....? Thanks very much, just a moment). While casual conversation is not motivated by a clear pragmatic purpose, which display informality and humor. It also sometimes includes informal characteristics such as colloquial expressions of agreement (e.g. yeah, yep).

From those point of view, basically we have two kinds of conversation based on the orientation; pragmatically oriented or in other word known as transactional conversation, and casual conversation or interpersonal conversation. Classroom interaction is unique; it is a highly oriented conversation because it deals with the process of deriving knowledge which might involve the process of explaining, discussing, instructing and controlling the class. On the other hand, teachers should also be able to build the rapport between them and students. Building the rapport can be done by conducting the interpersonal conversation; in this level teachers recognize the students'

characteristics by conducting more informal interaction to get more intimate to the students. To understand the orientation in an interaction can be analyzed through the flow of the exchanges.

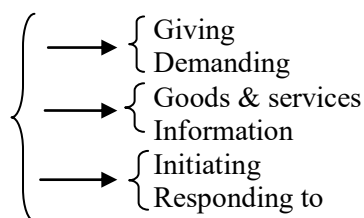
In the process of oral communication, there is a commodity exchanged. This commodity can be in form of information or goods and services which realized through giving and demanding. The role of giving and demanding in a conversation can be analyzed from the move and speech functions used in communication. Those moves and speech functions then can be analyzed to find out whether goal of the communication has been practically achieved and the quality of intimacy has been reciprocally distributed.

Table 2.2 Speech role and commodities in interaction

Speech role	Commodity exchange	
	Information	Goods-and-services
Giving	Statement	Offer
Demanding	questions	Command

Source; based on Halliday 1994:69

Figure 2.3 Speech functions-key system



Source: based on Martin 1992:35

Eggs and Slade (1997:183) summarize Halliday's outline of the semantics of dialogue in this table 2.2. The connection between speech function and context is that the social role that is delivered by both participants will deliberately recall the speech function as the access of interaction of both.

Table 2.3 Speech function pairs

Initiating speech function	Responding speech function	
	Supporting	confronting
Offer	Acceptance	Rejection
Command	Compliance	Refusal
Statement	Acknowledgement	Contradiction
Question	Answer	Disclaimer

Source: based on Halliday 1994:69

Eggs and Slade (1997: 191) elaborate the speech functions classes into opening, sustaining, responding, and rejoinder speech functions. Opening functions to initiate talk, whereas sustaining functions to allow either the current speaker to keep talking or for another interactant to take over the speaker role. Next, responding means reactions which move the exchange toward completion, while rejoinders are reactions which have some way prolog the exchange.

Discourse Purposes

Discourse purposes refer to the meaning carried out through the move. Basically there are two kind of moves; initiating moves and responding moves and in each move is realized in speech function (Enggin and Slade, 1997:).

Initiating Moves

Eggins and Slade describe that initiating moves deal with the basic opposition between giving and demanding, goods and services and information. Grammatically, these moves deal with statement and question which then differentiated into fact and opinion. The different between fact and opinion is usually expressed lexically; with opinions containing either expression of modality, or appraisal lexis. Fact and opinion usually lead to different types of exchanges and genres. Opinion exchanges argument, while fact exchanges often remain brief or develop into story telling. There are two types of questions; open questions and close questions. Open questions are realized by wh-interrogative, while closed questions are realized by polar interrogatives. (Eggins and Slade, 1997: 193-194).

Table 2.4 Speech function labels for opening moves (initiation)

Speech function	Discourse purpose
Offer	Give goods and services
Command	Demanded goods and services
Statement: fact	Give factual information
Statement: opinion	Give individual /evaluative information
Question: open: fact	Demand factual information
Question: closed: fact	Demand confirmation/ agreement with factual information
Question: open: opinion	Demand opinion information
Question: closed: opinion	Demand agreement with opinion information

Source; Eggins and Slade, 1997: 194

Responding Moves

Responding reactions negotiate a proposition or proposal set up by the previous speaker. There are two options of responding; supporting and confronting. Supporting move require response while confronting moves are dispreferred or discretionary responses. (Enggin and Slade, 1997: 196)

Table 2.6 summary of sustaining responding speech function

Speech function	Discourse purpose
Comply	To carry out demand of goods and services
Accept	To accept preferred goods and services
Acknowledge	To indicate knowledge of given information
Answer	To provide information demanded
Non-comply (refusal)	To indicate inability to comply with prior command
Contradict	To negate prior information
Reject	To reject the preferred goods and services
Disclaimer	To indicate inability to provide information demanded

Source : (Eggins and Slade, 1997: 2001)

Methodology

This study belongs to qualitative research as my data here is in form of transcript and the data analysis is done interpretively. Nunan (1992: 3-5) states that qualitative

research provides interpretive analysis of the data and studies phenomenon in its natural context. As this research is carried out to analyze conversation, which is recorded from the natural setting without any interference, and the data analysis involves accounting the speech function then explaining the discourse purposes, this research can be included in qualitative research.

This research is based on Eggins and Slade (1997) called as Conversation Analysis and Critical Discourse Analysis, within the Systemic Functional Linguistic tradition. The term Conversation analysis and Critical Discourse Analysis is used as this data of this research is derived from the transcripts of the conversation between students and teachers, in the context of classroom interaction.

The subjects in this study are students and teacher trainees. The teacher trainees are the students of seven semester of English Education Department of a University at Kudus who are conducting pre-service teaching program. The students are the students of SMA in Kudus who are taught by the teacher trainees. In this research the data source is the video recording of some classes in teaching practice program in SMA in Kudus. And the data or unit of analysis here are turns and moves analyze from the transcription of the pre-teachers' video classes.

The steps of gathering the data will be elaborated as follows:

1. Recording the classes of Teaching Practice Program. In this research the recording will be gathered after the students submit their video of teaching to their lecturer.
2. Transcribing the video recording. After selecting the teaching videos, they will be transcribed.

Data Analysis

After I transcribe the interaction in the video recording, I will analyse the data source based on the unit of analysis;

1. Identifying the turns. Turns are all talks produced by one speaker before the other one speaker get in.
2. Identifying clauses. Clauses are the largest grammatical unit.
3. Identifying the moves. Moves are units after which speaker changes could occur without turn transfer.
4. Coding the speech functions and identifying the discourse purposes.

Data and Discussion

Teacher- students Interaction

Halliday in Eggins (1994: 149) explains that Interaction in Semantics perspective is the use of language in establishing the relationship between the person speaking now and the person who will speak next. People take roles in exchanging their meaning.

In classroom interaction students and teacher take their roles in establishing their intimacy and building good relationship. A good relationship among students and teachers in class will promote comfortable learning atmosphere. Knoel (2012) in his dissertation reveal some teachers' characteristics that are valued by students. These characteristics included: a sense of humor; consistent help (with high expectations); active listening; value for the group as well as the individual; the inclusion of games for learning; and the use of spoken and written encouragement.

Those characteristics are implied in the strategy to maintain good communication and interaction among students and teachers. When teachers and students speak, they take turn and take different speech roles. Basically there are two types of speech roles, giving and demanding, and exchanging goods and services or information.

This study aims to reveal the strategy done by the student teachers in developing good interaction with the students and also coping with their personal difficulties as pre-service teacher. To study the way student teachers teach can be a unique process, because they do not only play as a teacher but at the same time they also should learn as a teacher. Griffiths and Ashcroft (1989), Newmen (1996) and Zbikowsky (1990) as quoted by Letho (2001) believe that to develop an effective teaching, the students as teachers should constantly reflect themselves in the way of teaching.

Initiating Moves

The student- teacher begins the lesson by doing apperceptions. He/she greets the students and asks introduce the materials by showing the students some media. This activity is important to build up students' rapport and create warm atmosphere in the classroom. It is also can encourage students' motivation in learning as it will provide relaxation and enjoyment for the students. It is also good for apperception since the student-teachers can connect their activities with the learning material. This strategy will directly connect the language learning to the language use in context.

T	/ok, /here, I have some pictures, /and that is the first picture. (initiating: statement: fact) /What do you think about that picture?/ (contunue, Initiating: question: opinion)	Give factual information
		Demand opinion information

Most of the opening moves are dominated by the teacher especially when they want to introduce new topic. The student-teachers sometimes also use questioning strategy to give warming up to the students. This move is produced to get the students opinion about the subject matter. On the quotation above, the teacher opens the exchange by showing pictures introduce the topic. To invite the students' attention, she gives questions of opinion. Questions of opinion also can be used to stimulate the students' critical thinking.

In some cases, questioning strategy is very effective to stimulate the students' curiosity about the learning material, but teacher need to be aware whether the students feel like being tested, because for some students, test is quite terrorizing and it will destroy the enjoyment. Therefore, the student teachers need to focus only on the simple questions.

T	/help me please (ask one of the students to distribute the handout) (opening: command)	Demand services/ help
T	/ok please open second page.(cont. Opening: command) / All of you got this handout? (cont. Opening: question: fact)	Demand services/ to open the handout Demand factual information

Other opening move, produced by the student teacher is command. This move is a kind of instruction for the students. This move indicates that the teacher can play as a manager in the class. She controls the activity during the lesson. Teachers are the main

factor in managing the class. They are the manager, the director, and they are the main actors who are in charged.

Responding Moves

The role that teachers develop in class should concern to the students' comfort and joy to create pleasant atmosphere in the class. Teachers should not intimidate the students; therefore they need to build up students' rapport and able to create equal interaction in both initiation and responding. However, in most classroom interaction in Indonesia, teachers still dominating the conversation it indicates that teachers fail to create students centered learning.

In this research, the fact that teachers still dominate the conversation can be clearly seen from the number of move and clauses that dominantly produced by the teacher. Students' moves are depended on the teacher' initiations, especially on opening: question.

T	Ok/ what do you think about this picture?/ (opening: question: opinion) What is that? (Opening: Question: fact)	Demand opinion information Demand factual information
St	/ fashion shop/ Online shop/ (responding: answer)	Give factual information

Most of responding moves are produced by the students. The responding, most of them are short factual answer. It means that students could only react to simple answer. They cannot produce or elaborate their answer into the critical one. When they are given question of opinion, they sometimes respond contradictally or showing inability to produce the answer (silent). They could only react to questions of opinion which needed opinion "good or bad".

T	/online shop. /Ok, good. /So what do you think about online shop? (O: question: Opinion)	Demand opinion information
St	(murmuring) (disclaimer)	Indicate inability to provide information

T	(i)online shop is good or not? (O: question: Opinion)	Demand opinion
St	(i)good (R: answer)	Provide information demanded

To stimulate more responding move from the students, student- teachers tend to give more initiation move to keep the interaction among them.

The use of L1

In Explaining the learning material, the student-teachers use English, in some occasions, they also use Indonesian to give more explanation to the students. It is because the students' English level is still beginner; therefore, Indonesian is needed to make sure that the students really understand the explanation. Simple English is needed to explain and give examples to the students.

The student-teachers also use media in explaining the material. Pictures are used to attract the students because students are easily capture images, because it provides

colors and it can represent real objects. Moreover, teaching media, such as pictures, can be used to give more explanation about the subject, instead of using complicated English.

In the student teachers class, L1 is used to give more initiation and to explain the subject more. When the students fail to give appropriate respond, teacher usually give more elaboration by using Indonesian.

Students also sometimes use L1 to respond to the opening/ initiation move when they have difficulties in using English. It commonly happens in Indonesia, that L1 is frequently used in English class, because of the limitation of vocabulary both teachers and students.

T	/what do you think about cheating? (O: Q: Opinion) /Kira - kira menyontek itu baik gak sih?
St	/nggaaaakk (R: Acknowledge)
St	/baik kalau kepepet (R: Acknowledge)
T	/is it good? (O:Q: Opinion)
St	/nooo...

Conclusion

Most of the talks are dominated by the teachers. Teachers produce more moves and most of the moves are initiations. It means that the teachers are the dominant speakers in the classroom interaction. It indicates that the learning process is not focusing on the students as the main actor, but it is still depended on the teachers. Students do not have more initiation to begin the talk. Therefore, it is concluded that the students are passive. They only react and respond simple questions and produces simple answer and only few students talk. To cope with the situation, student teachers need to challenge the students with more complicated questions which require deed thought. Students should be given more time to have discussion among them. Let them talk and think freely to make them react to important issue critically without being limited by the teachers' domination.

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THE IMPORTANCE OF ELIMINATING MAINSTREAM MATERIAL FOR POETRY SUBJECT TO INCREASE STUDENTS' INTEREST

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Abstract

Most of ELESPP students of Sanata Dharma University, who have a big chance to be teachers in future, are not interested in learning English poetry; even some of them hate it. Realizing the importance of students' interest and understanding, lecturers need to make them enjoy and furthermore love the subject as a way to increase their passion to be poetry teachers. In case they have to teach poetry subject for their future students, it will not lead them to serious problem. This research aims to show readers the need of eliminating mainstream material for increasing students' interest. The elimination means that students are free to choose their own poem which they like to be analyzed or presented. This caused good impact. Most students enjoyed and understood poetry material more deeply. This research was held in three classes of poetry subject ELESPP students 2015 Sanata Dharma University as a sample for further research. Based on the result of their reflection, participants began to like poetry and love it. They also tried to make teaching lesson plan in order to create fun situation in studying poetry subject. Almost 70% participants were interested in poetry subject and had a good plan to teach it.

Keywords: *mainstream material elimination, freedom to choose, students' interest.*

Introduction

Sanata Dharma is known as an Ignatian university which deals with not only students' competence but also students' compassion and conscience. Those three concerns are about making students smart and helping them to develop their good character. In its implementation lecturers are to apply its core that is *cura personalis*. *Cura Personalis* underlines the importance of individual right that each person has his unique ability and own goodness and is being loved by God. There are two concepts in relation with *cura personalis*: a sense of belonging and avoiding of falling through the cracks. In educational field it relates to the respecting of individual ability and knowing that one's ability is different from others. Stern (cited in Tilaar, 2015) also believes that a child is born with various and unique abilities and their abilities can be developed by having different empirical experience. The importance of students' individual experience is also stated by Dewantara. He (cited in Tilaar, 2015) delivers his opinion that by doing *Among* system, students have the freedom to study. The teacher or lecturer presents himself as a motivator to show the way to find the solution during the process so that students can stand on their own feet. In other words, it is a matter of taking care each person differently based on their own ability and characteristic.

Realizing the need of knowing students' characteristic, researcher conducted a personal interview at the beginning of three Poetry classes in 2015. It was found that most ELESPP students of Sanata Dharma University were not interested in Poetry subject. They took the course because it is a compulsory subject. There were only 5 (five) % students who like to read or compose a poem. The majority hated Poetry due to its complication of the terms such as metonymy, iambic pentameter, assonance, alliteration, acrostic, didactic; the connotative meaning of certain words; the repetition of some phrases; and

difficulty to analyze the content of a poem. Apart of students' dislike, it was also known that most of the students enjoyed listening to music. In fact, some have good ability to play music instrument and some of them like to sing. Based on the first students' context about their dislike of Poetry and their ability in relation with music and songs, it is needed to modify the class material in order to achieve the goal of increasing students' interest so that they can enjoy learning process to get better understanding about poetry.

Literary Review

There were a lot of researches that have been conducted in relation with improving students' interest and class materials. Slavin (1983) notes the good impact of cooperative learning instructional methods. The students worked in small groups to learn academic materials. The use of power Point software to maintain students' interest is discussed by Clark (2008). Bates (2015) agrees about the use of technology in the class: to take full advantage of new technology, we need to fundamentally rethink our approaches to learning and education and our ideas of how new technology can support them.

Fawcett Stanley & Amydee (2011) also deliver their point of view of improving students' interest by having a storytelling. They underline that storytelling is one of key parts that is versed in effective pedagogy. In 2015, Waters studied the correlation between the purposeful inclusion of young adult historical fiction novels and middle school students' academic achievement and attitudes towards social studies. It was found that the intervention lead to the improvement of students' interest and test scores. The interesting research was done by Wright (2016). He noted that the need of authentic learning opportunities would cause students' success in the future especially to prepare them in the 21st Century. It was done due to the lack of scientists. Students' attitudes, engagement, satisfaction, and performance were discussed by Russell et.al (2016) too. They show that a student-centered learning environment, online learning materials, and relevant course to real world applications direct the students' attitudes, engagement, satisfaction and performance. Ebrahimi (2016) adds the digital reading comprehension to enhance students' improvement of reading comprehension. The research was conducted by having English as a Foreign Language (EFL) and English as Second Language (ESL) college students.

All of those researches from 1983 until recent time 2016 emphasize the importance of improving students' interest and method to achieve that, but none of them deals with the modification of materials or furthermore with the elimination of mainstream material. Mainstream itself has similar meaning with canon in the term of Brumfit (2001):

The concept of canon incorporates the notion that there are individuals or group who hold power enough to wish to persuade other that their views of the status of 'important' literary works are correct (p. 88).

Based on Brumfit's definition, mainstream is considered to be the thing that is constructed and decided by individuals or groups who have the authority at that time. For example the choosing of a certain Poetry material based on the lecturer's like or interest will not accommodate students' interest due to the diversity of students' ability and interest. Eliminating mainstream material means that students' will choose their own poem based on their interest, but it does not mean that the whole class does not have certain goal to be achieved. This Poetry course has aims that are not only to develop students' understanding about intrinsic element which include imagery and poetic devices (sound devices, figurative devices) and extrinsic aspect of poetry, but also to

increase students' ability to analyze poems from various poets of different periods and nationalities, and to evoke students' critical thinking by applying some literary approaches. Students actively discuss their knowledge about poetry, write their own poem, read and share the analysis result of their chosen poem. By writing, reading, analyzing and appreciating poetry, students are able to develop empathic understanding to others, practice writing academic writing and develop personal maturity.

Learning from Flecha's theory (1999) about the tension between modern traditionalist and postmodernist, we need to have the third perspective and avoid those two cores. He does not think that both of them cannot solve the problem of education inequality. First is the modern traditionalist, they tend to have a subject-object relation such as teacher-students. They do not accommodate the diversity of the students. Second is postmodernist, this group emphasizes the lost of a transformative subject. In education, it contradicts the transformation of the students. Flecha (1999), then, proposes the new perspective that is communicative. This communicative group means to diminish exclusion and produce equality by having students as the subject who can participate actively in delivering their opinion in an inter-subject dialogue. Based on the explanation above, students need to have their own decision so that they can engage with their own decision, deal with the problem that they face in the process as adult learners; but still as a whole class they have the same goal to reach the competence.

Discussion

Knowing students' like as the context that is the tendency to sing, listen to music and play musical instrument, lecturer tried to gain students' attention by showing the connection between song and poem. There were articles from Puspita and Henriksen shown to prove the connection between poem and song. Poem can be sung and the lyric of a song can be a poem too. By doing so as the first step, students begin to want to know more and have a strong will to study the subject by their own.

Students then were introduced with the goal of the class and the freedom to choose their own poem to be analyzed. Below is the table of evaluation to measure students' competence in reaching the class goal:

No	Evaluation (Progress Test, Final Test, Quiz, Assignment, Practice, etc.)	Evaluation type (written, oral, etc.)	Percentage (%)
1.	Progress Test 1: analyzing intrinsic & extrinsic elements	Written	20
2.	Progress Test 2: comparing two poems (American & British poems) by applying literary theories	Written	20
3.	Individual poem or weekly assignment	Written	20
4.	Final Test: writing an interpretation of an Asian poem or friend's poem	Written	20
5.	Group assignments and presentations	Presentation	10
6.	Attendance & class participation	Oral & Presence	10
Total			100%

In Progress test 1, students analyzed the intrinsic and extrinsic elements of a poem that has been chosen freely by students. The intrinsic and extrinsic elements were voice/speaker, tone – irony, denotation, connotation, imagery, figurative language, musical/sound device, purpose, biography, social milieu, and history. Students also knew that not all poems could have extrinsic aspects. This is one of students' reflections:

I can learn many things from the analysis process of this poem. First, I have deeper understanding about poem as the literature product. Second, I have better knowledge in analyzing or studying literature. Third, I myself have better way in respecting other's life. Fourth, I can see the life with new view.

For Progress Test 2, students chose two poems which they like from England and America. They began to analyze it using certain approach such as formalism, sociological, biographical, and etc. This has broadened their knowledge about western poems and students have been introduced to the way to compare the poems. By eliminating the mainstream material, students were free to explore more about the poems which they liked and it also brought good impact especially the increasing of students' interest. This is the result of sharing moment from a student who hates poetry:

Aji reported to have no interest in the subject. It was only two meetings that Aji changed his perspective. The lecturer was willing to hear his questions. Upon the end of the class, Aji frequently bothered the lecturer by asking questions. The lecturer had big ears to listen to him, and explained things so clearly. Aji had a good reason to change his perspective. He turned out to love the subject. He also learned the power of being forgiven from the lecturer.

To accommodate students' ability in writing a poem or composing a song, lecturer assigned an individual poem; but for those who were not able to do it, lecturer gave weekly assignment in relation with the continuous progress of writing progress test 2. There was an appreciation to for those who did the individual poem well. Most of them felt happy and surprised. One of them shared it in the sharing moment:

Fatchur retold a simple, but powerfully impressive act shown by the lecturer. Once he made a simple poem. He gave it to the lecturer. He was surprised to get a little gift (a bar of chocolate). The lecturer said that it was a token of appreciation to his beautiful poem.

Besides, group presentation was held too so that students could share the poems that have been chosen and analyzed. The presentation included question and answer. This was a way to have a student-centered learning. In the last meeting, students were interested in making teaching lesson plan for Poetry subject and having a reflection moment. Based on the results of reflection, 70% students had a good point of view about Poetry subject. Below is one of the reflection results:

In education, especially for students and teachers. Don't give up to reach your dream, be a diligent students, and becoming a good example for the students (to the teachers). A poem can be a good "slap" for society to open their eyes to some social issue that might be happened around us.

Conclusion

Learning process needs to accommodate the freedom of an individual's like without forgetting the main goal of the class for its competence. By eliminating mainstream material, students' engagement, motivation and interest increase. Most

students delivered their agreement that they enjoyed Poetry subject and understood the material. Based on students' reflection in three Poetry classes 2015 ELESF, 70% students gave positive responses.

Eliminating mainstream material also means that students do not need to read the materials which they do not like. The lecturer will not force the students to know some poems which are considered to be the 'canon'. Students will choose their own poems and share it to their friends when they do group presentation. In fact, some of them also presented poems from well known poet such as William Wordsworth, John Keats, Sapardi Djoko Damono. Eliminating mainstream material will bring good impact to motivate students by using their own like so that they can gain better understanding in dealing with literary works especially some poems.

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COMMUNICATION STRATEGIES OF INDONESIAN ADVANCE ENGLISH LEARNERS IN CASUAL CONVERSATION

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Abstract

In tackling casual conversation, most second language learners have problems in negotiating the intended meaning smoothly. One of the reasons is the lack of optimization of communication strategies to compensate communication breakdowns. This study attempts to reveal Indonesian advance English learners actual competence in engaging in a casual conversation. The data were taken from two recorded conversations lasted for 15 minutes which were then transcribed and analyzed with respect to communication strategies by implementing spoken discourse analysis. The percentage of kind of communication strategies results suggest that filler is the most frequent strategy used by speakers, followed by repetition, appeal for help and self-repair. These findings show that the participants have enough linguistic resources but having problem in verbalizing their mental concept due to insufficient practice.

Keywords: Communication strategies, Casual Conversation, advance English learner

Introduction

In an interlanguage communication, speakers sometimes grapple with compensating communication breakdowns. Limited linguistic resources for instance lexical deficiencies in L2 may become problems in making sure the conversation run smoothly. In overcoming that such problem, speakers may employ strategies while engaging in communication. The ability to employ these strategies is also known as strategic competence and is one of components of communicative competence, a theory introduced by Canale and Swain (1980). They explain communicative competence in terms of three component competencies, grammatical competence, sociolinguistic competence, and strategic competence. The present study only focuses on strategic competence.

Strategic competence as knowledge of communication strategies (Celce-Murcia et al., 1995) is “the ability to cope in an authentic communicative situation and to keep the communicative channel open” (Canale and Swain, 1980). It is also defined as the ability to use communication strategies (henceforth CSs) in dealing with communication difficulties (Mei & Nathalang, 2010). Generally it is agreed that these strategies are employed as devices to resolve difficulties or problems speakers encounter in expressing an intended meaning (Canale & Swain, 1980; Faerch & Kasper, 1984; Tarone, 2005; Yang, 2006). However, some experts describe these strategies in broader aspect as enhancing devices in communication (Canale, 1983; Yang and Goh, 2006). Therefore, CSs become pertinent aspect in managing communicative language use and compensating communication problems.

Each individual may vary in using CSs in their interaction with others based on their language repertoire. As related to Tereschuk (2013) that strategic competency in speaking is demonstrated in diverse ways and various types of strategies. In employing particular strategies, Dörnyei and Scott (1997) argue that behavior must be involved regarding direct response while facing problems in communication. Further, Faerch and Kasper (1983) as cited in Uztosun and Erten (2014) frame a taxonomy of CSs based on

speaker's behavior by categorizing into reduction and achievement. The former are strategies that refer to behavior to avoid sending the intended message including topic avoidance, message abandonment, and meaning replacement. On the contrary, the latter are strategies that refer to behavior of the speakers attempting to send the message including code-switching, inter/intra-lingual transfer, generalization, paraphrase, word coinage, and restructuring.

The scope of CSs from Faerch & Kasper (1983) has been extended by Dörnyei & Scott (1997) by categorizing based on problem-, process-, and performance-oriented. The taxonomy categorizes strategies into three basic categories namely direct, indirect, and interactional strategies. Direct strategies refer to "an alternative, manageable and self-contained means of getting the meaning across" such as message reduction, circumlocution, approximation, code-switching, mime, self-rephrasing, self-repair and other repair (Dörnyei & of meaning by creating situation to gain time such as use of fillers and repetitions. Interactional strategies involve cooperative problem-solving toward interlocutors such as appeals for help, comprehension check, asking for repetition and guessing. The present study employs this typology.

The issue about CSs used by speakers has become intriguing topic in several decades due to their role in communicative language use. Some studies have explored the impact of some aspects such as proficiency levels, gender, task types, etc. toward the use of communication strategies (Mei & Nathalang, 2010; Metcalfe & Noom-ura, 2013; Ustozun & Erten, 2014). Mei & Nathalang (2010) investigated CSs used by Chinese EFL learners and factors influencing it. Questionnaire and speaking test CET-SET were given to undergraduate students in order to collect the data. The result emerged factors that influenced the type of CSs are task type, English proficiency level and academic major.

In addition, Metcalfe & Noom-Ura (2013) undertook a non-experimental research design on 104 first year undergraduate students in a university in Thailand. The empirical evidence was drawn from oral communication strategy inventory (OCSI) questionnaire proposed by Nakatani (2006) who developed the typology of CSs from Dörnyei & Scott (1997). The categorization of CSs then is separated into speaking and listening factors reflecting real conversation environment among foreign language learners. Further, to facilitate participants in responding the questionnaire, all of items were translated into Thai language along with the English version. This finding suggested that the most frequently CSs used are message reduction and alteration and negotiation for meaning in speaking and listening aspects.

Ustozun & Erten (2014) revealed the impact of English proficiency on the use of communication strategies in Turkish EFL context. They employed interaction-based study by providing a communicative research environment. Participants got involved in stimulated recall interviews after watching a movie. Underpinned by using categorization of CSs from Dörnyei and Scott (1997), kinds of strategies applied while students delivering story were classified and tabulated. The result showed that learners' proficiency does not affect the use of CSs.

Drawing on these previous studies, the use of CSs with being underpinned by taxonomy from Dörnyei & Scott (1997) and gaining elicited data through questionnaires and speaking test. Theoretically, a characteristic of a successful conversation is the presence of meaning negotiation between speakers. However, sometimes problems arise in encoding intended meaning in which speakers need to use CSs to compensate communication breakdowns or to achieve communication goal. Therefore, wisely, investigating the use of CSs should be in an interactive activity such as casual conversation. This type of conversation concerns with informal interactions in everyday life. According to Eggins & Slade (1997), casual conversation is related to the joint

construction of social reality. Thus, present study limits the investigation to finding out kinds of communication strategy used by advance English learners when engaging in casual conversation since this area is still under explored especially in Indonesian context. The finding of this study is essential to see actual situation of Indonesian advance English learner in managing casual conversation. Therefore, the objective of the study are formed as follows: (1) to identify type of CSs used by the Indonesian advance English learners in casual conversation and (2) to explain factors influencing the frequent CSs used in the conversation.

Methodology

Research Design

To comply with the purpose of the research, this study employs qualitative approach by implementing spoken discourse analysis. This type of analysis is to make explicit what is normally taken for granted in people's talking (Cameron, 2001). Looking deeper on how people use their language through conversation is the aim of this such analysis. Thus, this such analysis is deployed to capture naturally occurring phenomena among advance English learners in casual conversation.

Site and participant

The study was conducted in one of universities in Semarang, Central Java, Indonesia. Regarding the participants of the study, four advance English learners majoring English Education were involved as participants by being purposively chosen. Two of them were first assigned to choose their own partners considering their closest friend. They have already informed in advance that their conversation were going to be used as data of the research. Consequently, this situation somewhat lessened the naturalness of the data obtained.

Data Collection and Analysis

Instruments of data collection in this study were video recordings and interview guide. The reason of using video recordings is because by recording the interaction the researcher can investigate the use of CSs in advance English students' casual conversation. The participants were divided into two pairs and were assigned to engage in a casual conversation in 15 minutes. To create an authentic casual conversation between the participants, the topics of the conversation are not predetermined by the researcher. It is important to make the conversations as authentic as possible to set a casual conversation.

To confirm the obtained findings from recording analysis, the open-ended interview was administered. The interview was undertaken after identifying the most CSs utilized by the participants in the conversation. Informed by gained data from interview session, the second research question was answered by adding several related theories.

To commence the analysis, the data were transcribed thoroughly and then analyzed by using an interactive model of data analysis proposed by Denzin & Lincoln (1998). The analysis included data reduction, data display, and conclusion drawing. Data reduction involved coding the data essential and relevant to the study. Data display was to present the coded data in a comprehensive way, e.g. in tables of categorization. Conclusion drawing was to verify all the displayed data of each source with each other in order to interpret and generate findings.

Findings and Discussion

Communication strategies used by Indonesian advance English learners

The obtained data suggest the assignment of engaging in casual conversation made it necessary for the participants to use CSs. Thus, in response to the first research

objective, CSs used by the speakers were coded and calculated by adopting frequencies and percentages. The empirical data revealed students employ an array of strategies in compensating communication breakdowns. The distribution of CSs is as table below:

Table of findings of CSs used by the speakers

Indirect strategies (55 %)	Fillers	57
	Repetition	20
Direct strategies (31%)	Self-repair	15
	Self-rephrasing	9
	Code-switching	8
	Message reduction	6
	Circumlocution	3
	Other repair	2
	Approximation	1
	Mime	1
Interactional strategies (14%)	Appeal for help	17
	Comprehension check	3
Total		143

Indirect strategies

As shown on preceding table, indirect strategies are the most utilized strategies in the conversation. Two indirect strategies were identified in the data, namely filler and repetition. According to Dörnyei & Scott (1997) filler in a conversation refers to the use of gambits. The use of filler was frequent in both conversations. Below are some excerpts showing the use of fillers by the participants during the conversation.

“It was, you know, umm a wonderful experience for me”

“Hmm...hyperlink also will make us easier to explore everything right?”

Repetition is the second indirect strategy used by the speakers. It is a strategy utilized by repeating a word or a phrase immediately after they were said (Dörnyei & Scott, 1997). The following examples evidently show participants of the study employing this strategy.

“So, what what. what do you, did you have last week?”

“Because–because in the previous version the hyperlink also have some trouble”

Direct strategies

Speakers also employed direct strategies beside indirect strategies in which they find alternative means to communicate one’s message in coping with lexical gaps in target language. Seven types of direct strategy were found in the conversations including self-repair, self-rephrasing, code-switching, message reduction, circumlocution, other repair, and mime. Of these seven strategies, the most frequent sub-strategy is self-repair in which speakers repair mistakes that they have made directly after producing it by themselves. Dörnyei & Scott (1997) define this as self-initiated corrections in which the speakers use modified output to correct their utterances. The following excerpts show speakers utilizing the strategy throughout the conversation.

“I umm have a great – had a great time last week, you know.”

“They have a.. they had a trip to Menganti beach”

Further, self-rephrasing is the second frequent CSs used by the speakers. Using self-rephrasing strategy, the speakers may add something and paraphrase their utterance whenever they notice vague points in their utterances (Dörnyei & Scott in Uztosun and

Erten, 2014). Here are some evidence indicating the use of the strategy in the conversation.

“...and there are so crowded of, there are so many people there.”

“...and how about our assignment, Second Language Acquisition assignment, for Mr. Alim”

Code-switching strategy was also employed by the participants. Dörnyei & Scott (1997) define this strategy as including L1/L3 words with L1/L3 pronunciation in L2 speech. The participants use this strategy by switching code to their L1 that is Bahasa Indonesia. It can be seen from the following examples, first example shows that instead of saying *theatre*, the speaker says *bioskop*, and in the next one they say *mercusuar* to refer to *lighthouse*.

“when the movie showed in the bioskop”

“you know that, the tower ... mercusuar right?”

Another way of compensating difficulties used by participants is message reduction or also known as topic avoidance. This strategy is defined as communication strategy in which speakers reduce message by avoiding certain language structures or topics consider problematic or by leaving out some intended elements. For instance, a participant said “*yeah... you know*” as cited in the following example to avoid a certain topic, in this case participants’ presentation in a lecture.

“but not...just so so...yeah... you know”

The next identifiable type of direct strategy is circumlocution. It is a strategy in which the speakers describe, illustrate, or exemplify the target object or action (Dörnyei & Scott, 1997) instead of using appropriate target language items. The following evidence shows the speaker intention of saying *lighthouse*, however they describe it as *the house with the lamp* instead.

“the tower with the lamp.”

The two last direct strategies observed in the conversation are other-repair and mime. Besides repairing their own mistakes in the conversation, repairing interlocutor’s mistakes is also one of communication strategies called other repair. This strategy is identified in the data. In text 2, participant 1 was trying to say the existence of something by using the word *there*, participant 2 repaired the utterance by saying the word *exist*. The last communication strategy employed by the participant is a non-verbal strategy that is mime. It is used by describing a concept non-verbally or verbally accompanied by gestures. A participant in the conversation tried to describe *cave* by saying the word accompanied by making cave-like hand gesture.

Interactional strategies

The identification of the data shows that participants also appear to employ interactional communication strategies whereby they carry out trouble-shooting exchanges cooperatively (Dörnyei & Scott, 1997). The most frequent sub-strategy used is appealing for help. Here are evidences of using the strategy found in the conversation:

“I just pass it in the Magelang and what is that?”

“...but in my opinion, what is it?”

As can be seen from the excerpts, participants’ use of specific expressions such as *what is that?* and *what is it?* shows that they use the strategy of appealing for help in their communication.

Comprehension check is also found in the conversation whereby the speakers ask question such as *do you know ... ?* to check interlocutors’ understanding of what they say. It can be seen in the following excerpt:

“Do you know cave?”

Factors influencing the use of frequent CSs

Regarding the second research objective about factors influencing the use of frequent CSs, the explanation was limited only for two frequent sub-strategies in each typology strategy of Dörnyei & Scott (1997). Further, findings of actual information in the field get confirmed with interview session data from the speakers.

Indirect strategies

The use of indirect strategies, especially fillers is significantly greater than other strategies. This phenomenon is related to cognitive process in which the speakers are trying to gain some time to arrange utterances conveying their intended meaning. As supported by several scholars that the presence of fillers is to maintain the communication (Canale, 1983; Dörnyei, 1995; Dörnyei & Kormos, 1998). A study by Uztosun & Erten (2014) demonstrates similar finding with the current study explaining that speakers utilize fillers and repetition to obtain time to arrange utterances conveying their intended meaning.

Having similar function with fillers, repetition becomes a way to fill pauses in conversation. As involving in spontaneous speech production, speakers may have no time for much forward planning. Thus, they use it to retain turn and to organize their message (Eggins & Slade, 1997). Therefore, by doing this strategies the speakers indicate they does not accomplish encoding their intended meaning yet and demand interlocutors to follow it. Actually, repetition is also normally used by native speakers as one of spoken features in stalling time (Thornbury, 2005).

In confirming the statements about reason to use fillers and repetition, the participants answer that they use those lexical and non-lexical fillers to gain time to think what they are going to say next. The use of fillers and repetitions does not necessarily mean speakers are less competence in target language because they may take time to formulate and construct understandable utterances in target language in order to achieve communication goal. As stated by Ellis (1994), second language learners may be more competence in theory of target language but may be less in practice it. However, these strategies becomes dangerous according to several authors when it is not adequately contextualized and superficial among second language learners (Celce-murcia et al., 1995).

Direct Strategies

The most frequent direct strategy used by the speakers is self-repair. Sometime second language learners are conscious about producing imperfect language in the first place so that they repair the wrong part soon after speaking it up. Implementing this strategy mostly indicates speakers' ability to monitor their performance or in other words they have sufficient knowledge in target language. However, Uztosun and Erten (2014) argue that high number of self-repair also shows speakers need to develop their accuracy to lessen creating incorrect utterances.

Another high number of frequency direct strategy is self-rephrasing. Having close function to self-repair, in wider aspect of linguistic system, this strategy makes speakers possible to rearrange phrases they have made become more understandable. The rephrased utterances also avoid misunderstanding that is possible to make communication breakdowns.

Interactional strategies

In facing difficulties to fully express intended meaning, the speaker may exploit interlocutors' knowledge to reach a communicative goal. Appealing for help or also

known as help-seeking strategies are present when the speakers try to solve communicative difficulties by demanding assistance from their interlocutors directly or indirectly. In signaling a help from partners, speakers may rise intonations or pauses (Nakatani as cited in Chuanchaisit and Prapphal, 2009). This such strategy vigorously appeared in the conversation suggests both pairs are close each other by means of no doubt to involve in interactive communication. Further, the status as advance learners drives the participants to be active as supported by Chuanchaisit and Prapphal (2009) that high-ability learners tend to be active and not to be afraid of losing face when seeking help from others.

The findings also emerge comprehension check mostly appears in the conversation. This strategy is seen when speakers ask questions to interlocutors to check whether they follow the speakers' flow. As cooperative-based strategy, this is applied whenever the speakers need interlocutors' interactions in term of making sure that flow of information exchanges smoothly runs in conversation. The assumption of different learners having different language repertoire may be a reason why speakers several times utilize this strategy. Checking in whenever meeting particular terms during conversation is an attempt to gain mutual understanding.

In addition, the insufficient linguistic resources may take into account in terms of confirming the CSs used in the conversation. This argument is also supported by the result of interview with participants when asked regarding the difficulties that they experience during engaging in the conversation. All of them responded mentioning similar answer. They generally experience difficulties to express their intended message using appropriate words in the L2.

"It is hard for me to arrange sentences to express my idea" (Participant 1)

"The difficult thing is I don't have sufficient vocabulary to say what I want to say" (Participant 2)

This fact is in line with Dörnyei and Scott (1997) that one of problems that arise during conversation is speakers' resource deficit concerning the gaps in their L2 knowledge which prevent them from verbalizing planned message.

Conclusion

The use of communication strategies aims to negotiate intended meaning and compensate communication breakdowns. Several frequent CSs used by Indonesian advance English learners in this study are fillers, repetition, appeal for help, and self-repair. Those are utilized due to insufficient communicative language use by the speakers. Further, as second language learners, application in authentic environment becomes a pertinent factor in influencing speakers' strategic competence. In addition, as an ongoing process, knowledge of CSs should be implemented explicitly. Therefore, embedding CSs in English teaching and learning process may become a wise decision.

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HAVING LEXICAL AWARENESS IN IMPROVING VOCABULARY KNOWLEDGE FOR HIGHER EDUCATION LEVEL: A STUDY FROM AUTONOMOUS LEARNING PERSPECTIVE

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Abstract

To be a proficient user of English, L2 students in higher education level are strongly required to be creative, proactive, and independent in improving their vocabulary knowledge compared to those who are in elementary or middle schools level. As they supposed to acquire between 5000-10,000 headwords when they graduate from university (Nation, 1990), being autonomous learner and having lexical awareness seem to be the solution as well as the challenge for them. The fact that the majority of L2 students have traditionally been taught by methods paying insufficient attention to vocabulary or learning vocabulary for the sake of identifying the definition only. Those method might lead them on to an unfavorable scenario, whereby vocabulary acquisition continues to be neglected. This study aims to examine the role of language teachers in inspiring L2 learners in acquiring vocabulary knowledge from the stage of being active learners, being engaged learners and finally being autonomous learners.

Keywords: Lexical Awareness, Vocabulary Knowledge, Autonomous Learning

Introduction

Developing ESL learners' mental lexicon has become a hot issue in recent language teaching and learning, as it happens within the efforts to expand the learners' ability to learn autonomously by adopting vocabulary learning strategy. Vocabulary learning is believed as ongoing process, and it requires a systematic repetition to help the students to not only remember the definition of the words but more to acquire them and then to use them properly in both written and spoken communication. In comparison with the teaching and learning grammar, learning vocabulary is not something a student can just learn by memorizing it, but it requires the students to be disciplined, spending time each day working on words he or she does not know in order to remember and then use them appropriately. Furthermore, the introduction of ICT in language teaching has also encouraged many creative ideas in implementing efficacious learning paradigm such as constructionism, task-based learning and experimental approach to achieve the goal of language proficiency.

Prior to learning activities, students need to recognize that some words are categorized into high frequent words, while some others belong to low frequent words. Nation (2005) identified that the high frequently use words are general words and function words which appear very often in the language such as *the, a, man, woman*. On the other hand, the less frequently use words are vocabulary items that consist of academic words and technical words and appear throughout all academic text and courses, such as *formulate, index, and modify*. Vocabulary learning should go through a

set of authentic experience which supported by a strong motivation and awareness. As vocabulary knowledge is widely used in second language learning, the vocabulary learning and vocabulary knowledge should have a kind of reciprocal relation in which the two aspects will influence to each other, i.e. vocabulary knowledge enables language use and language use enables the increase of vocabulary knowledge (Nation & Waring, 1997).

For ESL learners, achieving advanced and very advanced levels of competence means that they are able to improve their vocabulary knowledge significantly, especially in English for Academic Purposes (EAP) and in the field or fields they are going to specialize in. According to Nation (2001), knowing a vocabulary does not only refer to knowing its definition, but also its pronunciation, spelling, registers and collocations, and the most important one to its usage in appropriate context. While 5-year old native speakers are reported to have a vocabulary around 4,000 to 5,000 family words and it will be added roughly 1,000 head words per year until graduation from university with a vocabulary of around 20,000 head words, ESL and EFL students are expected to acquire 5,000 to 10,000 family words when they graduate from university. Such a number is has become an enormous challenge for students in Indonesia, in particular the students in higher education level. Even though it might be possible for some ESL students to acquire about 1,000 words in a year if they are attending schools with English as the primary language, but it would be different by considering the situation in Indonesia in which English is not the major language used in class. Therefore, how could the students improve their learning strategy in order to acquire at least the intended number of head words for ESL and ESL context has become attention in this study. Furthermore, this paper aims to explore how L2 lecturers help their students to improve their lexical awareness by means of deep processing as proposed by cognitive linguistic approaches, and to what extent it could support the EFL students in Indonesia to become autonomous learners.

Review of Related Literature

Vocabulary can be categorized as *receptive words* (i.e. words that human can understand while other humans are using them) or *productive words* (i.e. words that the human use in communication). On the other hand, vocabulary can also be classified into oral and written, and thus, human beings should acquire at least four types of vocabulary, i.e. words that they can understand when they hear them (receptive/oral), words that they can read (receptive/written), words that they can use in their speech (productive/oral) and words that they can use in writing (productive/written) (Carter & McCarthy, 2014). It may be true that the four types of those vocabulary items overlap and competencies of the receptive and productive vocabulary as well as their understanding of the features of the English word system are often considered insufficient. Therefore, Lewis' Lexical Approach (2000) was then proposed to provide a framework to help students in expanding their mental lexicon, under an assumption that "language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks" (1997, p.3).

The implementation of lexical approach involves activities such as noticing chunks, identifying their typology such as strong collocations and idioms, researching and grouping words according to various criteria (e.g. topic, situation, notion, metaphor, etc.),

and keeping lexical notebooks to “maximize the chance of ‘input’ becoming ‘intake’ (Lewis, 2000, p.85). By being familiar with all those approaches, the language learner will be active learners, who are not only depend on learning within classroom-based language courses. For example, the activity of noticing alliteration of new words and phrases according to their lexical chunks will help the learners to remember the words with a long-term memory, even though they may only have limited time to learn the words outside the formal classroom context (Boers & Lindstromberg, 2008). On the other hand, this implementation will also recognize that an important element in all classes involves teaching students on how to use the dictionary or even language corpora to investigate word grammar, collocation range, separation of phrasal verbs, and many other features (Lewis, 2000, p.132).

The Lexical Approach is believed to be in line with the development of learner autonomy, in which the selection and use of materials and activities play an important role. Students should be encouraged to choose their own study materials and to do so, they need to be familiar where to find them, and which selection criteria to be employed. The EAP class offers the students instructions on the usage of dictionaries, corpora and research tools for suggested taxonomic norms to organize them into several categories. Besides, students need to know how to use the materials autonomously by making the most of them (Bozzo, 2013), and this is the purpose of the *graded activities and tasks* in the course. In particular, the governing pedagogical principles for the autonomy-fostering activities are *learner’s involvement*, *learner reflection*, and *appropriate language use* (Little, 2007, p.2), and the stimulation of Higher Order Thinking Skills (HOTS). The stimulation of HOTS such as ‘analyze’, ‘evaluate’ and ‘create’ as they find in Bloom’s revised taxonomy (Anderson & Krathwohl, 2001) will includes activities and tasks where students are actively engage in finding solutions to the questions and reflect on their elaboration and interaction processes, using English both as a language of communication and as a meta-language.

Effective vocabulary learning is identified as a deep learning process as it involves *cognitive linguistic approach* within the process, and then, cognitive linguistic motivation is considered as an important element to help the language learners on the assumption that linguistic phenomena necessarily reflect general linguistic processes, such as figurative thought (Boers & Lindstromberg, 2008, p.17). There are several types of motivation for cognitive linguistic, for instance meaning-meaning connection, form-meaning connection / meaning-form connection and form-form connections (p.19). Indeed, motivation seems to have a significant role to direct the students to get involved into the process of vocabulary acquisition. By having a strong attention to the new words they heard or read, taking notes and analyzing the words according to their part of speech systematically, they may acquire them more easily. Furthermore, a motivated learner would also check the pronunciation, meaning and the usage.

Between teachers and the learning strategies

One of the objectives of attending English for Academic Purposes is to make students independent language learners and to promote a sustainable learning experience by focusing in the development of vocabulary knowledge. The course will also enable the learners to improve their language skills such as listening and reading comprehension, fluency development, oral intelligibility, grammar, and writing skills. Additionally,

academic study skills proposed in this course also include test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers.

The teacher would be a model for students to elaborate their learning experiences. Besides, the teacher's learning experience will also help the students to design their own learning path. For example, writing a personal glossary of new words will encourage the students to foster their awareness towards several linguistic phenomena which attach to the words or phrases. Such a practice will also lead the students to become familiar with the types of information available (or even not available) in a dictionary. It is expected that knowing how to use dictionary or any glossary organized information will then motivate the students to extract further information aside from a word's meaning only. By all means that the students could prevent themselves to make mistakes in the areas as well as to prepare them to select and use lexical resources such as dictionary and language corpora appropriately. On the other hand, the objective of the glossary-writing tasks will help the students to notice lexical chunks they hear or read while having exposure to the target language. With this lexical awareness the students are enable to analyze the features of the new words they learned, to select and group them and also to organize them into a document (Lackman, 2011).

Nation (2001) also suggested some strategies in learning vocabulary which involve choice, complex in nature (i.e. consisting of several steps), require knowledge and benefit from training and dedicate to improve the efficiency of vocabulary learning and use. With the glossary-writing tasks, there are several vocabulary learning strategies were then developed, such as determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies (Takač, 2008).

- a. *The determination strategy* will lead the students to discover a new word's meaning without recourse to another person's expertise
- b. *The social strategy* focuses on interaction with other people to improve language learning.
- c. *The memory strategy* relates new words to previously learned knowledge using some form of imaginary or grouping.
- d. *The cognitive strategy* will manipulate or transform information about certain words to be learned
- e. *The metacognitive strategy* will provide conscious overview of the learning process and help the students to make decisions about planning, monitoring or evaluating the best way to study.

Internet and Online database

The establishment of internet has also become a crucial role in encouraging students to be autonomous learners. For instance, attending online workshops concerning the topics they are studying in class will provide the students opportunity to explore the materials through a constructionist approach, and also to utilize the information and to employ linguistic research tools in order to further engage themselves in their linguistic analysis and research (Loucky, 2006). Having hands on access to the lexical database, the students would be more curious to verify the learning contents and investigation

techniques that make them become aware with what is considered appropriate and what is inappropriate. In other words, the extra advantage of consulting online resources like dictionaries and language corpora is because it is free. By using the opportunity regularly, the students are expected to have an intensive and autonomous learning experience and they can enjoy every single learning process they have to produce a more profitable, satisfactory and enjoyable work.

Referring to the above issue, Louky (2006) proposed four advantages of compiling a glossary of words by using online platform. First, by using the internet connection, the availability of data has become flexible for people to access it anywhere and anytime they want. Second, online database will provide opportunity to the users to work collectively and simultaneously, both in class and outside the class, which include the practice and the modification of their learning strategies. Third, online glossary would also provide opportunities to understand how the database work and then make the users become familiar with searching and recording data with complex queries. Finally, such a practice in lexical learning would also develop computer-assisted habits in organizing the processing of new language.

Aside from the database availability, online learning platform would also provide an opportunity to engage in asynchronous forum which may enable the students to trial their findings and views, to read the other's opinions and comments which could improve their own perspective, support each other and build new knowledge. For example online personal blog allows the students to record their findings and difficulties as well as their impressions and reactions with other students. However, not many EFL students in Indonesia are familiar with blog writing. Therefore, another type of interactive online learning that teachers may introduce is by using social media. In social media, students might not need to write too long, but they can eventually give comments or suggestions to revise their own writing and their peers' alongside the subsequent progress. When they are accustomed to write in the forum, then blog writing could be the next step.

Conclusion

Giving attention on lexical study will remind the students on the needs to improve their vocabulary knowledge. Again, knowing a word does not merely mean knowing its definition, but more to several information around the words, to widen the students' knowledge about the word itself and to be able to use it in proper context. Online database and other online platforms are sample of interesting media to engage the students to become proactive and more autonomous. For instance, in online dictionary and language corpora, there are some remarkable information that the students might explore to make them aware with features of any lexical usage and changes, and eventually improve their productive skills. Indeed, teachers should be the real inspiration for students to be success. By adopting a glossary writing task, for example, students are expected to be independent learners and later enable them to employ some vocabulary learning strategies.

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THE EXCLUSIVE BENEFITS: TEACHING SPEAKING USING DEBATE METHOD

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Abstract

The purpose of this paper is to help teachers teach English speaking skills in a fun and effective way. The core argument of this paper is showing the exclusive benefits of teaching English speaking skills using debate method. Actually there are a lot of ways how to teach English speaking skills, such as, but not limited to, using speech methods, describing pictures, and role play. The researcher assumes that those three things are not sufficient enough to prepare students in facing natural conversation in various conditions. This exploration will not only help students in learning but also proliferate teacher's strategies in teaching speaking. There will be three major points to be deeply discussed in this paper. Those three points are: (1) what is the debate? (2) what are the exclusive benefits of teaching speaking using debate method? and (3) how to implement teaching speaking using debate method? Speaking is a communicative skill that needs to be mastered by the language users. Without appropriate speaking skills, it will hamper or even ruin face to face conversations. It is showing that mastering speaking skill is very important for the language learners, while on the other hand, limited teachers' strategies in teaching still become a barrier to teach speaking skills well. Under that condition, finally this paper is becoming important to be read and implemented by teachers around the world for teaching speaking skills.

Keywords: Exclusive benefits, teaching speaking, debate method

Introduction

Communication is the purpose of learning a language, and nowadays teaching language as a means of communication receives more attention and emphasis compared to teaching language as knowledge. This trend of teaching language for communication skill mastery has intensified recently. Consequently, as speaking is considered the very basic and common method of communication and using language, teaching speaking is becoming more important to be taught in formal or informal schools. The way of teaching speaking always needs to be improved in order to upgrade the student's ability. It is widely known that there are many ways how to teach speaking, for instance teaching speaking using speech methods, describing pictures, and role play. Those three things are commonly used by teachers in teaching speaking, but as students' natures and personalities are so diverse, those three methods do not always prevail. By that condition, for the purpose of proliferating teaching and learning speaking skills, teaching speaking through other ways needs to be explored and developed.

Overview

Teaching speaking through debate method is one of promising ways which can be used by teachers. Whereas currently English debate competition around Indonesia or world levels growing rapidly, this method may find a good environment to thrive. Some of the reputable debate competitions are **Java Overland Varsities English Debate (JOVED)**, **Indonesian Varsities English Debate (IVED)**, **National University**

Debating Championship (NUDC), World Schools Debating Championship (WSDC), and World Universities Debating Championship (WUDC). Those various competitions share more or less similar features and natures of debate. Teachers can use those aforementioned debate methods in teaching speaking as well as to challenge the students to join real speaking competitions. This challenge serves as a goal setter for students. Without challenge, the students do not have goals to achieve. Such a challenge can also improve students' motivation to learn speaking skills.

Poor motivation can one way or another impede student's communication development and progress. In addition, another problem faced by students in learning speaking skills is students' feeling that they have no clue on what to speak. Some students develop fear of speaking, especially in public. Similarly, students who are high-risk takers are deadly afraid and embarrassed of publicly making mistakes, and such fear of being publicly exposed and embarrassed when they perform below their expectations will effectively prevent those students from speaking at all. No clear guidance how to start a speaking activity is another reason voiced by some glossophobic students. Absence of suitable and compatible speaking partners may also negatively contribute to students' anxiety of speaking. Teachers themselves encounter equally problematic obstacles, with lack of teaching creativity being the most common and annoying problem. Similar to their students who endure poor motivation, teachers may sometimes suffer from poor motivation as well, especially when it comes to creating or dealing with something new, be it a new material, topic, or teaching approach. Some teachers have used the same old method for years and therefore tend to be poorly informed on how to teach well, let alone being well informed of state-of-the-art methods of teaching and learning speaking. Some teachers are also struggling desperately to attract their students to learn. Such problems that plague both teachers and students may be overcome when teachers and students dedicate themselves to debate method in teaching and learning speaking skills.

Discussion

Normally, methods chosen by teachers for teaching speaking are based on teachers' basic knowledge on the selected methods, including the environments in which those methods work. While it is good to have underlying principles of a method as a base for selecting and applying a particular method, it is advisable and incredibly much better if teachers are also well-informed of the exclusivity of a method they use to teach. Teaching speaking by using any method is normal, but it becomes powerful when teachers know the detailed advantages of a method they use to teach. Teachers will easily achieve their goals if the method they use to teach significantly covers every basic competence. Knowing the exclusivity of particular method will lead to effective and efficient teaching and learning processes. Thus, it will achieve the target of the lesson easily. For this reason, this paper will discuss some distinctive features of debate method and how the method develops competences.

What is debate?

According to Johnson (2009: 12), "Debate is a contest of the arguments used to prove or disprove that motion. The goal of both teams engaged in the debate is to offer an interpretation of certain events that leads an adjudicator to accept or reject the motion under consideration." In this way, there will be two teams that provide their argumentations. The team that can give a better portrayal and offer a better solving problem or response will win in a debate.

An effective debating should have a two-step process. First, debaters should be able to develop a good, sound, well-organized, and complete argumentation. Second,

debaters should be able to convey an argument to judges in such a way that the judges can understand well what the debaters argue and believe in the validity of the argumentations (Smelko, 2013: 7).

Debating is a clash of two or more arguments. For each issue, there are always different sides of an analysis, why people will agree or disagree with that certain motion. Debating is aimed at digging the reasons behind each side. In order to make those reasons understandable and convincing, debaters should convey their arguments with good communication skills.

There are two kinds of debate format, namely formal and the informal debates. According to *Muhammadin et al* (2012: 2-4) there are three kinds of formal debate that are usually used. They are Asian Parliamentary System, British Parliamentary System, and Australasian Parliamentary System. While on the other side, some kinds of informal debate, according to Levinson (2004: 2-9), also exist, namely Ball-Toss debate, Take a Stand debate, and Topic on Trial debate. In this research, in order to have a deeper analysis, this research will only focus on one type of debate style, which is known as Asian Parliamentary System.

What are the exclusive benefits of teaching speaking using debate method?

To understand the exclusivity of a method, teachers need to know the advantages of some methods first. Here are the benefits of using some common methods to teach speaking.

Method one is role play. It is an acting or the activity to imitate other people. The benefit of teaching speaking using role plays is students can simply imitate other people when speaking. This allows students to have a role model how to speak when learning speaking and can improve the confidence of students.

There are many good reasons for using role-plays in class according to Drathy and Mahalakshmi (2011: 3):

- 1 Role-plays help students cope with real-life situations, commonly used expressions, forcing them to think “on their feet”;
- 2 Role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper;
- 3 Role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose;
- 4 Role-plays give learners more responsibility in their learning, encouraging interaction; Role-plays offer students the chance to evaluate their learning progress and their level of English.

Second method is speech, which is briefly defined as “an activity to deliver the argument in the purpose of influencing other people mindset”. Speech provides critical thinking, finds the encouraging words to inspire others, has a good structure for delivering an argument, and enlarges knowledge. In addition, Nikitina (2011: 9) provides an opinion that goes “the benefits of speech are increased self-confidence and organizational skills, improved communication skills and memory, greater social influence, possibility of meeting new people, control over emotion and body language, enhanced ability to listen and persuasion ability, lesser anxiety and fear when speaking in front of others.”

The third is teaching speaking using picture, an activity to teach speaking using picture. The benefit of teaching speaking using picture lies in the presence of an object as

guidance to speak, and the enjoyment during learning process by looking at various pictures. Furthermore, Hill in Zainatuddar (2015:446) says that visuals have the advantages of being inexpensive, available in most situations, being personal (that is, they are selected by the teacher) which leads to an automatic sympathy between teacher and materials, consequent enthusiastic use, and to bring images into the unnatural world of the language classroom.

The fourth method is debate, which can be described as “a pros-and-cons argument between two parties”. The advantages of debate are to lead students to be open-minded, good public speakers, critical thinkers, and good problem solvers. Through debates, students can also learn emotion control, have partner to improve confidence when speaking, give a good response to other people’s ideas, and enlarge knowledge. In addition, Neale (2011: 5) argues that debate has several benefits such as improve academic attainment, develop critical thinking, obtain better communication skills, boost an aspiration, build confidence, and sharpen cultural awareness.

There are four things that make debate distinguishable from other methods. First is critical thinking, which enables students to present their arguments in a logical way. The second difference is the substantially better information in terms of quality and quantity. The third is relatively better control of emotion, and lastly is open minded.

The first point to consider is debate develops and requires critical thinking, while describing picture and role play does not heavily rely on it. Even though debate and speech has similar steps, both having prepared and impromptu motion, those two are significantly different in performance. It is true that speech also provides a critical thinking in writing and preparing a speech as well as debate does, but speech does not provide high critical thinking when the speech is performed. In speech, all of the things have been prepared well before the performance, whereas in debate, students are demanded to create an idea in short time and give direct response to other team’s arguments in performing the debate.

Practicing debate also enlarges students’ knowledge. Before debate begins, debaters need to search all information related to the motion which will be debated upon. It cannot be denied that speech can also enlarge students’ knowledge, but the requirement of knowledge the students have for speech is usually not as rich as students’ knowledge which is demanded for debate. In speech, the information is only one direction, while debate has two directions. Two sides of issue, or both pro and contra ideas, will be discussed in debate. In terms of speech, it is only one direction. Most of the time speaker delivering a speech will naturally tend to convey his/her points of view. Consequently, information that a speech provides is only one side, either only the pro or the contra one. We can then conclusively assume that the information provide in speech is not as complete as a good debate can provide. In addition, describing a picture and role play do not include enlarged information such as speech and debate.

The third point shows that debate teaches students how to control their emotion when they give their arguments or response to the other team’s arguments. Debaters should use a good manner to deliver their speeches. Though speech also teaches how to speak in a good manner, controlling emotion in speech is not so hard such as in a debate. In debate, students directly face their opponents, while speech has no face-to-face opponents. On the other side, although role play also teaches how to control emotion, this emotion is fake, unlike debate, which requires participants to really control their emotions. In role play, students only do an acting to change their emotions to imitate one figure or pretend as other people, whereas describing picture does not teach students to do so.

Lastly is open-mindedness. Debate teaches students how to be an open-minded person. Speaking in debate always involves two different points of views because there will be the one who supports and rejects the motion in debate performance. This is one reason debate is superior to speech, which only shows one perception coming from the speaker. Other methods, namely describing the picture and role play, do not teach how to be an open-minded person. Being open-minded is so important for students' development. The students who are open-minded will more easily accept and comprehend all lessons given by their teachers, while closed-minded students tend to encounter difficulties in accepting lessons from other people.

How to implement teaching speaking using debate method

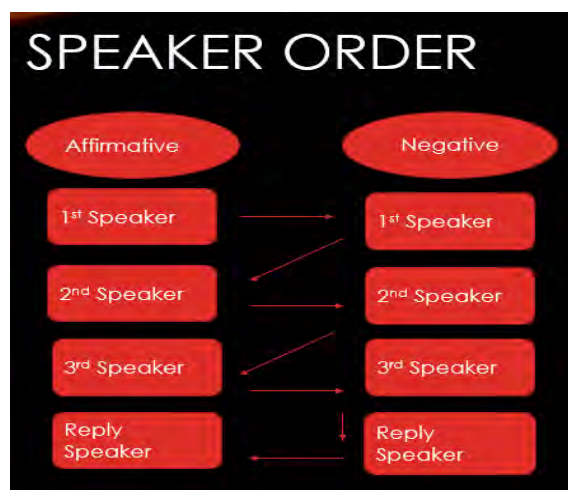
Asian Parliamentary System uses the following formats:

There are always two teams involved, and each team consists of three debaters who would be the first, second, and the third speakers. One team should be the affirmative side, and one team should become the opposition side. The job of affirmative side is supporting the motion, while the opposition side should oppose the motion.

Each speaker has seven minutes and twenty seconds to deliver his/her substantial speech with the affirmative team going first, responded by first opposition, second speaker of affirmative, second speaker of opposition, third speaker by the third speaker of affirmative, and closed by the third speaker of opposition.

1. Afterwards, either the first or the second speaker of on both sides will deliver the reply speeches along four minutes twenty seconds in duration with the opposition going first.

The complete order in the debate process is as can be summarized in a graph below:

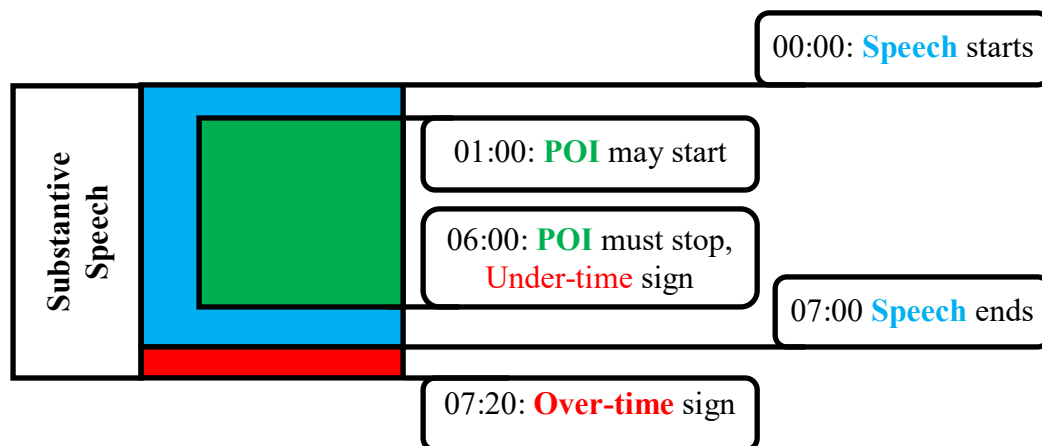


Picture 1: The order of speeches

In Asian Parliamentary System, the opposing teams are allowed to give **Point of Interruption**, commonly known by its abbreviation, **POI**, in a substantive speech. POIs are only allowed after a speech has lasted for one minute and before the sixth minute for each speech. The available time for each POI is fifteen seconds.

There will be time keeper whose job is to signal the time. After one minute, the time keeper will knock once, signifying that POI may be delivered. At the six minute, the time keeper will knock once again to indicate that no more POI should be allowed for that one speech and the lasting POI should end. At the seventh minute, the time keeper will knock twice as a sign that the respective speech session has ended. The time keeper will

then knock several times at seven minutes and twenty seconds to warn that there is no more available time. Any debater who finishes his/her speech before the second knock (at the six minutes) will have his/her speech be considered under-timed while (s)he who still delivers speech after seven minutes and twenty seconds will be considered to have an over-time speech.



Picture 2: Diagram describing how a substantive speech is timed

Reply speakers should understand that the rules in the reply session include the absence of POI. There will be one knock at the third minute to signal that delivery time is almost over, and two knocks at the fourth minute to signal that the time ends. At four minutes twenty seconds, time keeper will strike some knocks to signal that the available time is over. In Indonesia, usually all teams are given a 30-minute-preparation time after the motion release and before debate commences. To implement this debate, teachers can change times for speech for each debater based on the class time availability.

Conclusion

Debate is one of teaching methods used to teach speaking. Due to its distinctive natures, teaching speaking using debate method offers some benefits which are exclusively unobtainable from other methods. Teaching speaking using debate provides critical thinking, open-mindedness, control of emotion, as well as deeper information. Those benefits most likely are exclusively available in debate. Teachers must understand very well the conditions that lead them to decide which methods they should use to achieve the goal of the lesson. Every lesson has different goal, and having better understanding of any method will help teachers in choosing suitable method they used to improve their students' ability. Having identified the needs of the students and well-learnt of the benefits, drawbacks, and exclusivity of several promising methods, teachers may select the most appropriate teaching speaking methods for their students, and debate is a method to put into consideration due to the exclusive benefits it offers to students.

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INDIRECT WRITTEN FEEDBACK: IS IT EFFECTIVE IN IMPROVING GRADE ELEVEN STUDENTS' WRITING ACCURACY?

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Abstract

This study aims to investigate the top three errors in the students' writings and whether using indirect corrective feedback can help students enhance their writing accuracy. The subjects are 14 eleven graders. The data were from the students' essays and the answers to the questionnaire and interview. Three raters were also invited to score their writings. To examine whether improvement occurred in their subsequent writings, such scores were analysed using Wilcoxon Signed Ranks Test. The results revealed that the three most common errors were *tenses* (180 errors/22%), *subject-verb agreement* (75 errors/9%) and *spellings* (57 errors /7%). To conclude, such errors occurred due to their lack of attention to recheck their drafts and their confusion to decide appropriate tenses to be employed for particular contexts. The findings also show that the students' writings accuracy improved after receiving indirect corrective feedback.

Keywords: Indirect corrective feedback, accuracy improvement, recount writing

Introduction

Providing written corrective feedback in student's writing has been a debatable issue. Despite the fact that some studies have proven its effectiveness in accuracy and writing development (Chandler, 2003; Ferris & Roberts, 2001; Ashwell, 2000; Fathman & Whalley, 1990; Ferris, 1995a; Lalande, 1982; Lee, 1997), several scholars argue that written feedback on error to L2 students is unnecessary and discouraging. In addition, it fails to produce any improvement in their subsequent writing (Fazio, 2001; Kepner, 1991; Truscott, 1996).

As the debate on the related issue still continues, it is inevitable that providing written feedback is necessary due to its importance in guiding and encouraging students to improve their accuracy in second language (Corpuz, 2011). In addition, despite the fact that making error is a necessary and natural process in language acquisition (Hendrickson, 1978), it is obvious that error correction is a factor that contributes to the success of language learning beside other crucial factors. However, to what extent it can assist students, relies on the pedagogical strategies that teachers employ. In this case, it is obvious that it has been a duty of a teacher to ensure that the strategy s/he applies will help students enhance their writing skills (Green & Oxford, 1995; Nunan, 1995).

Ellis (2008) classifies strategies of providing corrective feedback into three, one of which is indirect. Storch (2010) points out that it "refers to feedback which simply indicates to the writer that an error has been made, usually via a symbol or an abbreviation" (p. 30). Broader definition is however, provided by Ferris & Roberts (2001). They mentioned that indirect feedback can be done in one of four ways, – underlining or circling the error, recording in the margin the number of errors in a given line, utilizing a code to show where the error has occurred and what type of error it is.

To date, English is still a compulsory subject in Indonesia national curriculum, particularly in junior and senior high schools. Some private schools, both national plus and international, have even required their students to learn such language since

kindergarten. In addition, the language is also utilized as a medium of instruction. Although students have been introduced to the language in their early age and are adequately able to communicate in English, some senior high school students are found to still make some errors, especially in their writing tasks. According to the researcher's classroom observation, two factors may underlie this problem; first, students' failure to internalize certain forms in the target language; second, their failure to double-check their works prior to submission.

Given the fact that its relative effectiveness has been proven to assist students produce a better quality writing, it is important to try out indirect corrective feedback strategy in the classroom for two major purposes; first, to find out whether or not indirect strategy of providing feedback in this context is relatively effective to enhance students' writing accuracy, and second, to help students become more aware and critical in using the target language as they would need to recognize the nature of error they make. Thus, the present study aims to examine the effectiveness of indirect error correction on fourteen (14) grade eleven senior high school students of a private school located in West Jakarta. It specifically aims to investigate 1) the three most common errors made by the students in their writings, and 2) whether or not there is accuracy improvement after receiving indirect correction in Writing I and Writing II.

Research questions

The research questions are formulated as follows:

1. Which three types of errors did the students most commonly make in their first and second drafts of Writing I and Writing II?
2. Did the total number of errors the students produced decrease after they received indirect corrective feedback?

Theoretical Framework And Research Methodology

The present chapter describes the theoretical framework and research methodology.

Theoretical Framework

This section discusses the theories that become the parameter of this study.

Indirect corrective feedback

Indirect corrective feedback strategy employed in the present study was developed by Ellis (2008). However, some modifications were made for the purpose of practicality. Unlike Ellis that utilizes "X ___ X" symbol to refer to wrong word and any other errors, in this study, "___" symbol was used. Another modification is, in Ellis' study, "X" symbol is utilised to mark a missing word or insertion. In the present study, however, to indicate the same particular error, root sign ("^") was employed.

Error correction / form-focused feedback

In the present research, the scoring profile designed by Jacobs et al. (1981) was employed to assess the students' essays. Such profile was adapted for the purpose of this research.

Table 3.2.: Analytical Scoring Profile adapted from Jacobs et al. (1981)

Aspect	Level	Criteria	Score
VOCABULARY	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17 – 14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not</i>	

		<i>obscured</i>	
	13 – 10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9 – 7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25 – 22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number word order/function, articles, pronouns, prepositions	
	21 – 18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17 – 11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, • <i>meaning confused or obscured</i>	
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Subjects

The participants in this study are fourteen grade eleven social students of Senior High School X, West Jakarta.

Setting

One class consisting of fourteen students was particularly opted for this research. They performed two pieces of biographical recount writing of a junior friend and a best friend. They were required to write a 250-to-260 word biographical recount. The students were first introduced and taught about the particular text type as well as gave them examples before performing the assignments.

Research design

The present study employed quasi experimental method –to be precise, the time series design. In such design, the group to be investigated serves as its own control (Nunan & Bailey, 2009). In the context of this study, the students' number of errors and

the scores given by two raters before and after receiving indirect corrective feedback were compared. The schedule of writing submission and revision is described as follows.

Table 3.1.: Schedule of students submit drafts and teacher returns revisions of students' essays

Writing	Draft 1		Draft 2	
	Date submitted to teacher	Date returned to students	Date submitted to teacher	Date returned to students
I	20 Apr 2015	24 Apr 2015	27 Apr 2015	30 Apr 2015
II	7 May 2015	11 May 2015	14 May 2015	21 May 2015

Teacher

The teacher who was responsible to provide correction on the students' writing was the one teaches English subject in the class. He is an expatriate teacher from the Philippine.

Raters

Three raters did participate in this study for scoring the students' writing. The first is a lecturer at a well-known private university in Jakarta and the other two are English teachers at a private language institution owned by the US Embassy.

Techniques of data collection

The techniques of data collection were conducted as follows.

1. Providing a short training to the teacher in charge for English subject in that class pertaining the mechanism of providing indirect corrective feedback to students.
2. The students did the first draft and submitted to the teacher for the first revision. As he accomplished giving revisions, the works were returned to each student.
3. The students corrected their essays. Then, they submitted again for the second revision. Steps in number (2) and (3) also applied in Writing II.
4. The three raters scored ten samples of writing for the purpose of examining the agreement of them in giving scores. SPSS Program of Pearson Product Moment correlation was employed.
5. The raters scored the students' real essays. In order to minimize subjectivity, they scored the writings that were not corrected yet. As the results of the first research question was obtained, a further investigation on the students' rereading of the essays and understanding pertaining the top three errors was conducted. That is, the researcher disseminated a four-question questionnaire followed by an interview to five of them.

Techniques of data analysis

The techniques of data analysis were executed as follows.

1. Arranging the students' works alphabetically and based on the time they executed. Then, the analysis of types of error was executed.
2. Accumulating the total number of errors in both writings and all drafts. The top three errors were then presented in chart along with the percentage.
3. Coding the errors in the Microsoft Excel program. In order to make it easier to find the total errors, the researcher gave number on the left column before the sentences. The number of errors of fourteen students in each draft was then presented in the table. Then, they were all presented in charts.

4. Calculating the scores given by the raters using SPSS program version 22, particularly Wilcoxon Signed Ranks Test.

Findings and Discussion

Three most common errors

Tenses, subject-verb agreement and spellings are the most common errors the students made in their writings. Tenses related errors occurred 182 in writing I and writing II of both drafts. The analysis reveals that simple past and simple present were the top two that frequently occurred. The former occurred 103 times and the latter occurred 63 times in all writings. An example is presented as follows.

The school rent a small bus that really looked comfortable, before they depart to the retreat place.

Subject-verb agreement is the second error that mostly appeared in the students' essays. Such error appeared 76 times or accounts for 10% from the total errors. An example is described below.

She will run away when she see that animals.

Unlike the first and the second mostly committed errors (*tenses* and *subject-verb agreement*) that belong to *Language use* category, the third one, however, is related to mechanics, to be precise –*spellings*. The total number of such error is 57 or accounts for 7%. An example is:

He loves that both pets because he thought.

Student's writing improvement

Table 4.1.: Data Interpretation of SPSS Analysis

Aspect	Drafts compared	P-value	Interpretation
Vocabulary	Writing I First Draft - Writing I Second Draft	0,006	Improved
	Writing II First Draft - Writing II Second Draft	0,003	Improved
	Writing I First Draft - Writing II First Draft	0,25	Not Improved
	Writing I Second Draft - Writing II Second Draft	0,47	Not Improved
Language Use	Writing I First Draft - Writing I Second Draft	0,001	Improved
	Writing II First Draft - Writing II Second Draft	0,003	Improved
	Writing I First Draft - Writing II First Draft	0,002	Improved
	Writing I Second Draft - Writing II Second Draft	0,29	Not Improved
Mechanics	Writing I First Draft - Writing I Second Draft	0,10	Not Improved
	Writing II First Draft - Writing II Second Draft	0,09	Not Improved
	Writing I First Draft - Writing II First Draft	0,38	Not Improved
	Writing I Second Draft - Writing II Second Draft	0,27	Not Improved

Given the evidence obtained from the SPSS analysis, it can be concluded that the students' scores in *vocabulary* and *language use* of Writing I and Writing II did improve after they received indirect corrective feedback in their first drafts. The SPSS analysis also revealed that the students' scores of *language use* in the first draft of Writing II improved when it was compared to the first draft of Writing I.

Tenses related errors are assumed to have occurred due to the students' less attention to critically recheck their essays prior to submission. In addition, in certain cases, although the questionnaire result showed that more than 50% of them had fully realised some events or actions in the essays did occur in the past, they seemed to still find difficulties in deciding the tenses should be employed. The conclusion aforementioned is similar to the findings of Lee's study (1997) that "students' major difficulty in error correction lies in their failure to detect errors rather than the lack of knowledge" (p. 465).

In general, most tense related problems occurred because the students kept using present form of verb to express actions or activities done in the past. There is an assumption that this case occurred due to the influence of L1 in which there is no verb inflection to mark time (except "akan") to refer to future actions.

Subject-verb agreement is the second most common errors found in the students' writing. In most cases, the students utilized base form verb to describe singular subject. In relation to this result, the students' responses in the questionnaire revealed that 50% of them (seven students), in fact, were still confused on using appropriate verb form in the right contexts. There is an assumption that such problem occurred due to there is no verb inflection to mark subject in the mother tongue. *Spelling* is another type of error that mostly occurred in the students' essays. In most cases, the students seemed to understand the words they were using but they apparently could not spell them correctly. As a matter of fact, the questionnaire result revealed that only 43% of the subjects who surely understood the word spellings they employed in their writings. Meanwhile, 57% of them were unsure whether or not the words they employed were all correctly spelled.

To conclude, *language use* and *mechanics* are two major categories that the students have to pay more attention to in writing beside other important aspects related to content.

To answer research question number 2 –whether or not the students' writings improved after receiving indirect correct feedback, besides researcher's analysis, two raters were also invited to score the students' works. Using Wilcoxon Signed Ranks Test, two statistical calculations in *vocabulary* revealed that the students made improvement in their writing. More prominent results were shown when comparing the students' scores in *language use*. Three statistical calculations conducted proved that such strategy helps them improve their writings.

Although some previous research concluded that its implementation in L2 instruction is controversial, the present study has provided positive evidence that corrective feedback is beneficial to accuracy development. That is, the present study is in favour of the helpfulness of error correction. The result of this study is also in line with the results of the previous studies pertaining error correction (Ashwell, 2000; Fathman and Whalley, 1990; Ferris and Roberts, 2001; Lalande, 1982). In addition, the present study also supports the results of the previous study pertaining error correction techniques (Eyengho & Fawole (2013). They agreed that indirect error correction is relatively effective to improve students' language accuracy.

Conclusions

To conclude, *language use* and *mechanics* are two form related aspects in which the students most commonly made errors. *Tenses* is the first type of error that students

need to pay more attention to when they compose writing, –to be precise, *simple present* and *simple past*. In addition, *subject-verb agreement* is the second problem that needs attention. Most cases related to this is due to the students' lack of attention to distinguishing singular and plural subjects in order to decide the verb form to be utilized. When further analysis was conducted in the questionnaire and interview, it was figured out that 50% of them are still confused about the use of such grammatical feature in contexts.

The possible underlying reason is due to in the students' mother tongue, there is no verb inflection (1) to mark time, (there is only lexical marker ("sudah" (already), "tahun lalu" (last year), "kemarin" (yesterday), etc.); and (2) to distinguish subjects (singular or plural), except for future tense, as there is "akan" (will). The absence of such elements in Indonesian language may yield on confusions to students.

Furthermore, the last type of error that occurred mostly is *spellings*. Further analysis through questionnaire proved that 8 students (or account for 57%) were basically still unsure about some word spellings they employed in the writings. Most cases found related to this error are the students either missed one letter in the word or used word that has nearly the same pronunciation. There is an assumption that such problem occurred due to some students are more exposed to the target language through audio media. Another possible reason that underlies this problem is that most students are more exposed to slang language. As a result, they normally know how to pronounce a word but find difficulty to correctly spell it.

In order to prove several assumptions aforementioned, it is highly recommended that the future research pertaining corrective feedback will also investigate L1 or mother tongue influence towards errors mostly made by students. As the focus of the present research is on form (local errors), investigating errors that hinder communication or prevent readers from comprehending aspects related to message (global errors) is also highly suggested in order to look into the relative effectiveness of indirect feedback when it deals with contents of writings.

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USING *QUIZLET* FOR FACILITATING THE LEARNER AUTONOMY IN MASTERING LEGAL ENGLISH VOCABULARY

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Abstract

Legal English (LE) has a large number of its own specific vocabularies that English as a Foreign Language (EFL) learners have to master. With insufficient mastery of LE vocabulary, it is certainly difficult for them to use their English skills in legal settings. In order they can have sufficient mastery of LE vocabulary, it is important for the EFL teachers to be creative and innovative in facilitating their autonomy in mastering LE vocabulary. Concerning the creativity and innovation in LE vocabulary learning, this paper proposes a learning tool called *Quizlet* that the teachers can use to upload the learning materials and the learners can learn them. For this proposal, it addresses its discussion on an overview of *Quizlet*, reasons of learner autonomy development, exploration of LE vocabulary for learning materials, and using *Quizlet* for LE vocabulary learning.

Keywords: quizlet, learner autonomy, Legal English

Introduction

Legal English (LE) or frequently known as English for Law is a form of English for Specific Purposes (ESPs). Like such other forms of ESPs as English for Accounting, English for Banking, Business English, English for Medicine, Nursing English, English for Secretary, and many others, LE has a large number of its own specific words (vocabularies). In term of LE vocabulary, Supardi (2013) highlights the words that are frequently found in the courtroom such as *attorney*, *defendant*, *judge*, *prosecutor*, *witness*, etc. In legal settings as well as those words there are many other words that law students of the University of Jember (UNEJ) have to master. According to Supardi (2015), the words like *complaint*, *contract*, *damages*, *defendant*, *liability*, *litigation*, *negligence*, *plaintiff*, and many others belong to civil law term, and *accused*, *assassin*, *burglar*, *criminalize*, *fraud*, *hijacker*, *murder*, *prosecutor*, *suspect* are found in criminal law.

Those LE vocabularies are certainly new for UNEJ law students because they have never learnt them before, when they were in their junior and senior high schools. With the insufficient mastery of LE vocabulary, they will certainly have difficulty in reading, writing, listening, and speaking in legal settings. In order to be able to cater their need of LE vocabulary mastery, the teacher of English at Law Faculty of UNEJ should be creative and innovative to think of how the law students can enhance their LE vocabulary autonomously. With the creativity and innovation of LE vocabulary learning, the law students can become autonomous that they can learn LE vocabulary anytime, anywhere they like with their gadgets.

In order to be able to provide the creative and innovative way of LE vocabulary learning for the law students, in the digital era like nowadays the teacher cannot ignore or deny the emergence of the Internet. In English Language Teaching (ELT), the Internet has become very useful for the teachers that they can choose some learning tools provided the Internet. Regarding this importance of the Internet in ELT, Warshauer et al (2000) state that the Internet can be successfully employed to facilitate the learner's English ability improvement. In the same sense, Hill et al (2005), Lewis (1999), and Macdonald et al (2001) argue that the Internet provides value for the second language teaching and learning.

Paying a better attention to the opinions of the scholars above, it is necessary to perform a further study on how to facilitate the law students in enhancing their LE vocabulary with the Internet use. To be concerned with the Internet use in ELT, this paper focuses its discussion focused on using Quizlet for facilitating the learner autonomy in mastering LE vocabulary. Concerning this focus, it addresses some points presented in the following sections.

Overview of Quizlet

Due to the advance of technology, one of the language learning tools that can be accessed from the Internet is Quizlet. It is an online learning tool created by Andrew Sutherland. It was originally conceived in October 2005 and released to the public in January 2007 (Wikipedia, 2016). On the one hand, Quizlet is designed as a place where everyone can share knowledge in any subject, at any level and gain confidence as a learner (Quizlet, 2016). On the other hand, Blackwell and Kane (2014) defines Quizlet as a free website or application to help students learn or study a concept or study vocabulary.

Paying attention to the understandings of Quizlet above, it is important for the teachers of English to use Quizlet as an online learning tool in the classroom. With this language learning tool, they can upload their teaching materials (vocabulary) and then the students can learn the uploaded materials anywhere and anytime with the use of their gadgets. As a website or online application, it is available on the URL <http://www.quizlet.com>. Using this URL, the teachers can click it to get started for creating an account, a class, a study set, etc., and the Quizlet homepage will be in the following figure.

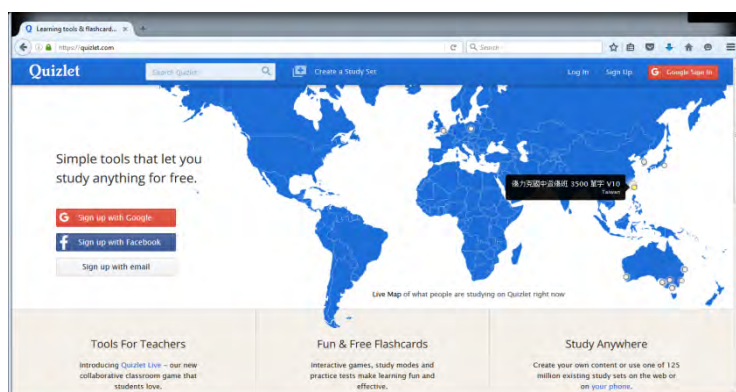


Figure 1. Quizlet Homepage

Learner Autonomy Development

It is the fact that class-based learning with the linear syllabuses leads to the teacher- centred leaning than learner-centred learning. In this learning mode, the teacher are more active and the students become more passive. With this kind of learning, it is also difficult for the teachers of English as a Foreign Language (EFL) to fulfil the learner autonomy. As a result, Supardi (2015) argues that this learning mode can make the EFL learners unable to learn on their own needs. For this reason, he then suggests that in order to help them able to learn autonomously and escape from the binding syllabuses, it is necessary for the EFL teachers to establish a sort of learning mode which can cater their students to learn on their own individual needs. In other words, it is important for the EFL teachers to develop the learner autonomy.

In term of learner autonomy development, Holec (1981), Dickinson (1992), Little (1991), Dam (1995) and Benson (2003) have the same argument that autonomy in education is important because students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. The argument of these scholars indicates that the learners can learn on their own ability (they can learn autonomously) depends on their own selves. In other words, success in learning very much depends on learners having a responsible attitude (Scharle and Szabo, 2000). As a consequence, it is necessary for the EFL teachers to think of how to facilitate the learners in order they can learn autonomously.

In order to meet the need of the learner autonomy development, this paper propose a language learning tool called Quizlet. In general this learning tool has been discussed in the previous section. In particular it is discussed in using Quizlet for LE vocabulary learning.

LE Vocabulary Learning Materials

In this section, it is firstly necessary to understand why it is important for law students to master LE vocabulary. To answer this question, Wilkins (1972) cited in Supardi (2013) argues that without vocabulary, nothing can be conveyed. Similarly, it is noted by Milton (2009) that words are the building blocks of language and without them there is no language. These two arguments proves that the EFL teachers should pay attention to the importance of LE vocabulary mastery by law students. Consequently, it arises a question of which LE vocabulary should be taught to law students.

The teaching and learning materials of LE vocabulary can constitute the words or vocabularies related to law, such as concerning legal system, courtroom, civil law, criminal law, contract, and many others. For example, the words relating to people in courtroom, civil law, and criminal can be seen in the section of introduction above.

Quizlet for LE Vocabulary Teaching and Learning

In this section the writer addresses his experience of using Quizlet for LE vocabulary teaching and learning, starting from creating his account to creating a class and a study set as presented below.

1. Creating an account

To create a Quizlet account, firstly click on the URL <http://www.quizlet.com> and the display will be in the following figure.

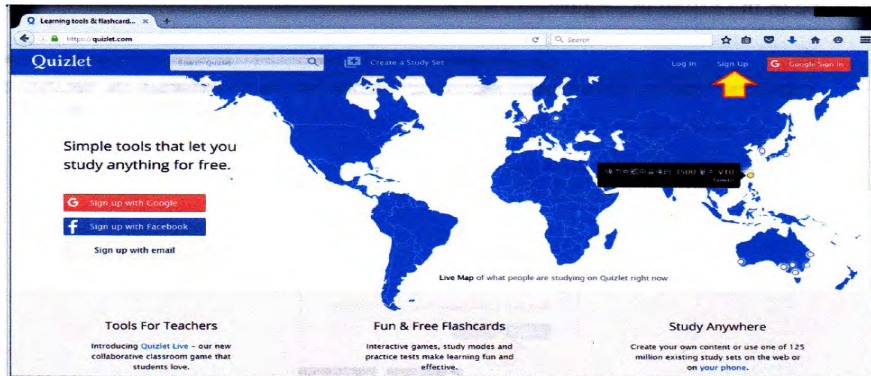


Figure 2. Creating a Quizlet account

The next step is to click on the *sign up* button (look at the yellow arrow sign in the display above) and the display will be in the following figure.

A screenshot of the Quizlet account creation form. The form is titled 'Create a Quizlet Account'. It includes fields for 'Birthday' (November 13, 1998), 'Username' (Superd7), 'Email' (ahmard@yahoo.com), 'Password' (masked with asterisks), and 'Retype Password' (masked with asterisks). There is a checkbox for 'Are you a teacher?' (set to 'No') and a checkbox for 'I agree to the Terms of Service'. A yellow arrow points to the 'Sign Up' button at the bottom of the form. To the right of the form, there is a section titled 'Already on Quizlet?' with a link to 'Login here to access your account.' and a 'TRUSTE' logo.

Figure 3. Quizlet Account Form

In this display, complete the form containing information of your birthday, user name, email, password, and agreement statement. After completing this form, click on the *sign up* button as shown in the figure above.

The next step is waiting for the email sent by Quizlet to our email address for a few minutes after signing up. Check the email and the display in our email will be in the following figure.

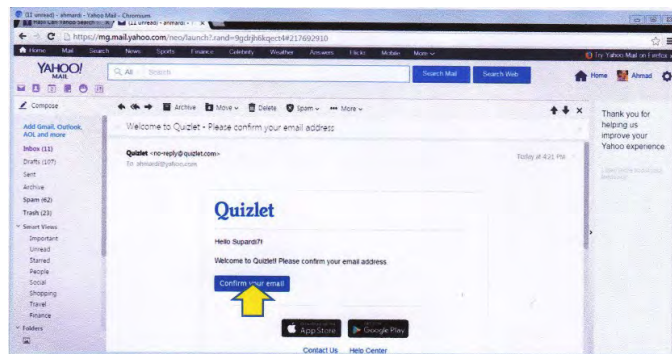


Figure 4. Email Confirmation from Quizlet

The next step is to activate our account by clicking on the *Confirm your email* as shown by the yellow arrow in the figure above. After this confirmation, the display will be in the following figure for logging in by typing our password and clicking on the *log in* button as shown below.

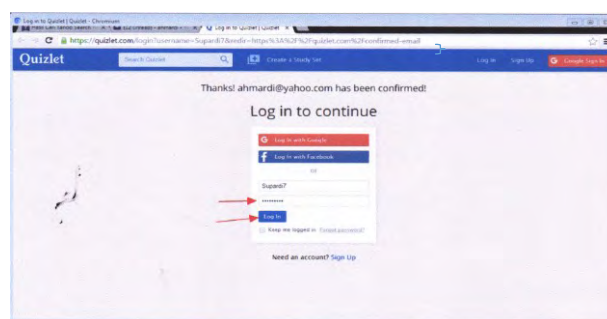


Figure 5. Quizlet Log in

After clicking on the *log in* button, the display will be in the following figure.

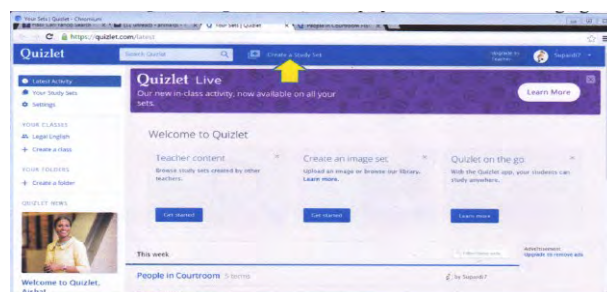


Figure 6. Starting to Create a Study Set

2. Creating a Study Set

The next step is to start creating a study set by clicking on the *Create a Study Set* button shown by the yellow arrow in the figure above. The display will then be in the following figure.

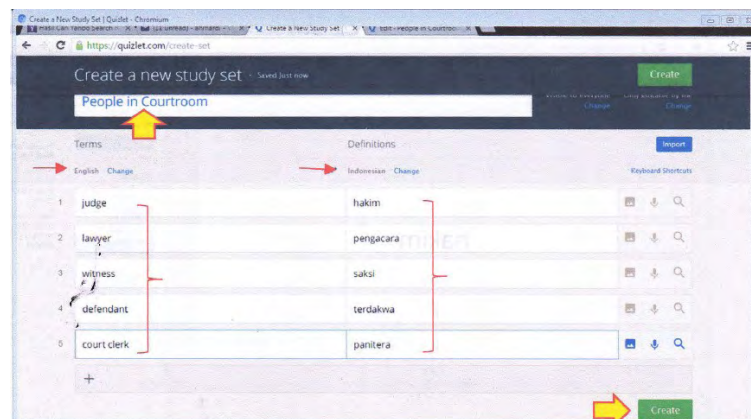


Figure 7. Creating a Study Set

In this display, we can start writing the learning materials by firstly writing the lesson title, choosing the language on the right and left sides, and then writing the learning materials on each side. When we finish, finally click on the *Create* button and the display will be in the following figure.

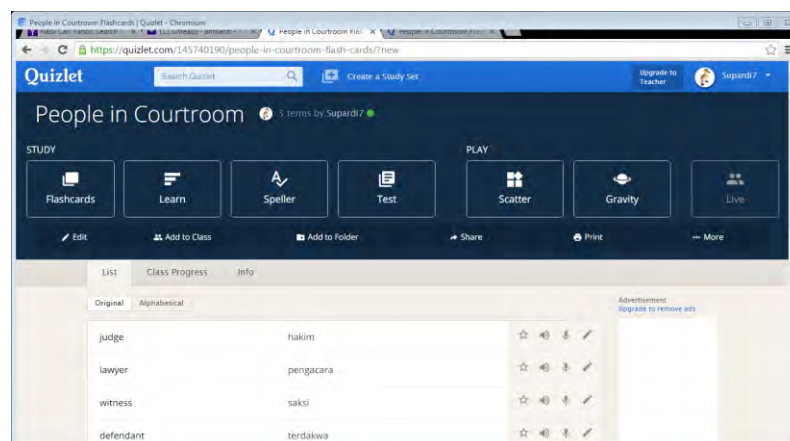
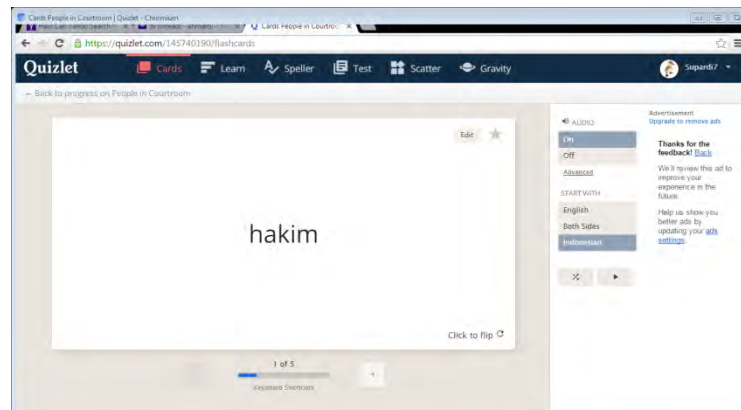


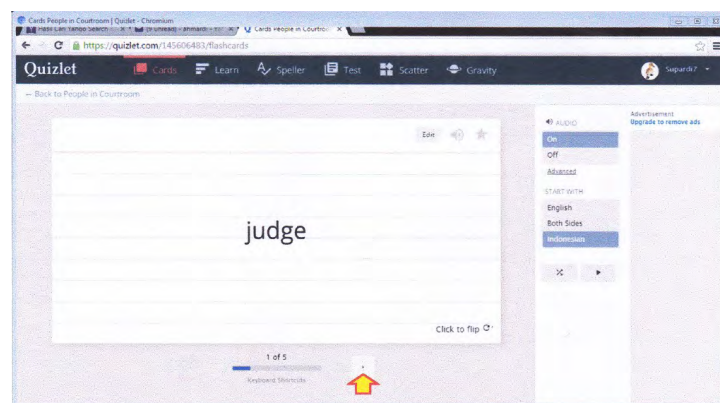
Figure 8. Completed Quizlet Study Set

3. Teaching LE Vocabulary with Quizlet

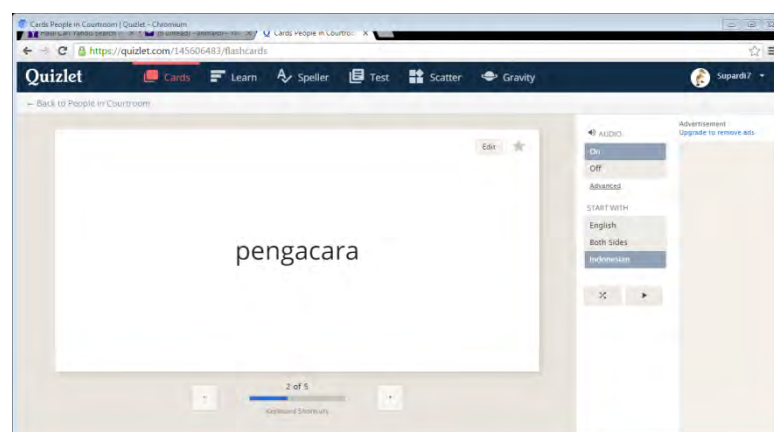
With the display in Figure 8 above, the teacher can start teaching and the students outside the class (anywhere) can start their individual learning, by clicking on such study modes as *Flashcards*, *Learn*, *Speller*, *Test*, *Scatter*, and *Gravity*. For example, when the *Flashcards* button is clicked, the display will be the following.



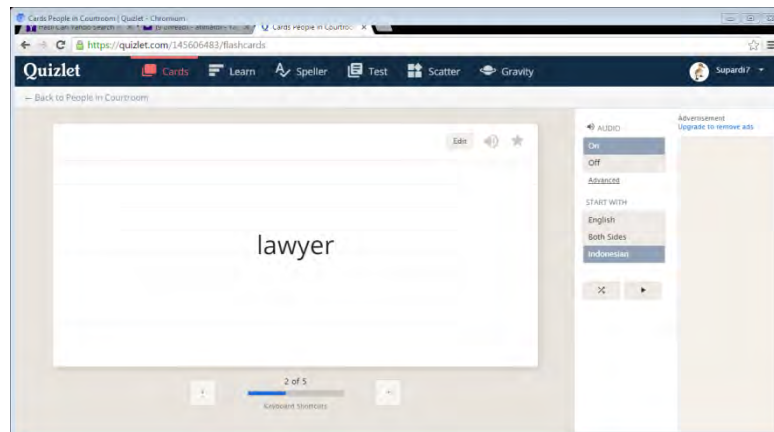
With this display the teacher can teach their students that the word (hakim) on the screen is one of the people involved in courtroom. To teach them what the word “hakim” is in English, the teacher only click the screen and the word “judge” will be on the screen while listening to the pronunciation of “judge” as on the .display below.



To have another word, just click the *arrow* button as shown in the display above for the next view of the word and the display will be the following.

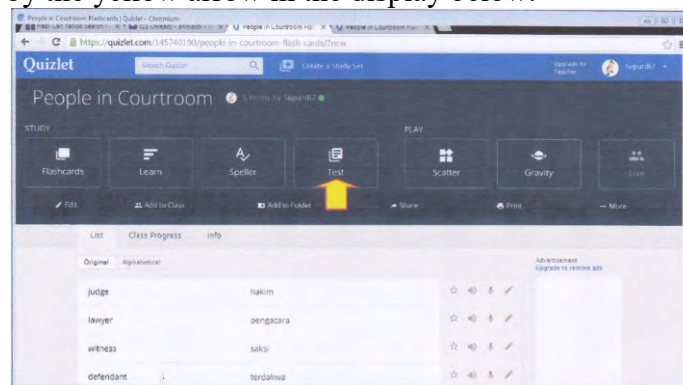


To have the English word of this word (pengacara), just click the screen and the display will be the following.

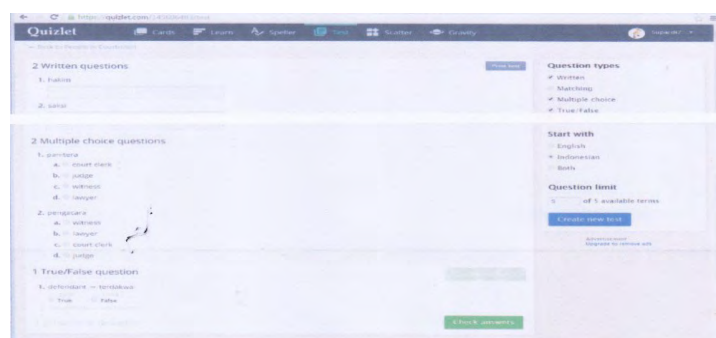


4. Testing LE Vocabulary with Quizlet

To test the student's understanding of all the words taught, just click the *test* button shown by the yellow arrow in the display below.



When the button is clicked, the display will then be in the following display.



This display indicates that there are three types of the test for the learners, namely written questions, multiple choice questions, and true/false question.

Conclusion

In the digital era due to the advance of technology, the emergence of Internet have contributed to English Language Teaching ((ELT) program. In this program, Quizlet is one of the other language learning tools provided by the Internet. It is a free application or website that the teachers of English can use their teaching in the classroom. After creating an account, they can get started to create a class and a study set. With the completed study set, they can start their teaching by clicking such study modes as *Flashcards*, *Learn*, *Speller*, *Test*, *Scatter*, and *Gravity*. As well as for teaching, they can also use it for inviting the students to learn autonomously the materials they have provided in the Quizlet. Concerning the use of Quizlet in ELT, this paper have discussed it in term of Legal English vocabulary enhancement for law students. Finally this paper can hopefully contribute to the other teachers of English as a Foreign Language (EFL) as an example of teaching using Quizlet.

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USING CONTRASTING PICTURES TO IMPROVE THE NINTH GRADE STUDENTS OF SMP NEGERI 2 MLATI'S MASTERY IN SYNONYMS

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Abstract

Vocabulary is very crucial in the process of learning a second language. In mastering English vocabularies, there are a lot of synonyms that should be covered. One type of synonyms is what we call "near-synonym". Near-synonyms are expressions that are more or less similar, but not identical in meaning (Lyons, 1996). Most students of Junior High School are assumed not to master near-synonyms. Therefore, the researchers proposed contrasting pictures which included the synonyms' illustrations and captions as one learning media to understand near-synonyms. This study aimed to find out to what extent contrasting pictures could improve the ninth grade students of *SMP Negeri 2 Mlati*'s mastery in synonyms. In collecting the data, the researchers conducted experimental research towards 63 students of ninth grade students of *SMP Negeri 2 Mlati*'s. The instruments of this research were vocabulary tests, an observation sheet and interviews. After conducting the research, the researchers found out that the total mean score of the experimental group increased in the amount of 40.6 which is 22 points higher than the total mean score of the higher group. Moreover, from the observation sheet and interview, the researchers figured out that contrasting pictures could appeal the students' interest in learning near-synonyms.

Keywords: vocabulary, near-synonyms, contrasting pictures, learning media, experimental research

Introduction

Vocabulary is very crucial in the process of learning a second language especially English. The number of vocabularies in English is in great quantities. It is proven by the fact that the Second Edition of the 20-volume Oxford English Dictionary contains full entries for 171,476 words in current use and 47,156 obsolete words. Moreover, there are still many English words which have not been covered in the Oxford English Dictionary.

This fact might indicate that there are many possibilities to find a lot of synonyms among English words. The synonyms itself can be differentiated into several types. One of the types is what may be called near-synonyms. According to Lyons (1996), near-synonyms are expressions that are more or less similar, but not identical in meaning. The examples of near-synonyms in English are 'here' and 'listen', 'soft' and 'smooth', and 'tough' and 'hard'. This kind of synonyms might entail to the consideration of word choice in every context of a sentence.

The complexion of the word choice will be crucial to one function of language, which is to communicate or convey something. If a language user has a word choice problem, it might trigger miscommunication. According to a book entitled "*Crisis and*

the Classroom” (2003), word choice can be one of problems that might cause misunderstanding. The misunderstanding is due to the problem of what to say and how to say it.

There are a lot of issues in English education that emphasize word choice problem as the crucial problem among students learning English as a foreign language in Indonesia. This problem might emerge because of some factors. One factor that might involve in this problem is the differences feature of the first language and the second language. Stockwell, Bowen and Martin (1965) and Prator (1967) have proposed that linguistic differences among languages can be arranged in a ‘hierarchy of difficulty’. It means that the differences between the first language and the second language will correspond to the degree of learning difficulty. In case of students learning English as a foreign language in Indonesia, they are accustomed to the vocabulary in Indonesian which is not quite complex. For example, there is only one word to describe ‘*lembut*’ among Indonesian vocabularies. However, the term ‘*lembut*’ in English can be defined in ‘*soft*’ or ‘*smooth*’ depending on the context/object.

Dealing with such difference feature in languages, the students should have meaningful vocabulary learning which can strengthen the base of their vocabulary understanding. Otherwise, the students might face some problems with the word choice in English. They may be confused in distinguishing the meaning between similar words and the context where the words can be applied. For instance, a student may not understand the differences between the word ‘*difficult*’, ‘*hard*’ and ‘*tough*’ because in his/her first language the meaning of the words is almost same, so he/she is confused whether he/she should say ‘*It is a difficult time*’, ‘*It is a hard time*’ or ‘*It is a tough time*’. Moreover, most of English learners might tend to be lazy in using a dictionary and looking for the detailed information about certain words that they do not know. However, this problem can be solved by an interesting approach that may bring the students to the deeper vocabulary learning.

One way, which can be conducted, is by giving vocabulary learning by using contrasting pictures. Contrasting pictures will help the learners in understanding vocabularies verbally and visually. Since this approach involves some illustrations, the use of the contrasting pictures may enhance the effectiveness of the vocabulary learning process among students learning English as a foreign language. William G. Allyn, the Professor of Medical Optics, who pointed out that more than 50 percent of the cortex, the surface of the brain, is devoted to processing visual information, supports it. Therefore, understanding how vision works may be a key to understand how the brain as a whole works (Hagen, 2012). Moreover, the learning activity using these contrasting pictures can be conducted in some ways, such as games in order to invite the students to learn with full of joy.

This study will not discuss broadly about synonyms in general. However, this study will focus on using contrasting pictures to improve the ninth grade students of *SMP Negeri 2 Mlati*’s mastery in near-synonyms. The main problem that will be discussed in this study is to what extent contrasting pictures can improve the ninth grade students of *SMP Negeri 2 Mlati*’s mastery in synonyms.

Review of Related Literature

In this chapter, the writer presents some discussion on some theories. The aim of this chapter is to get comprehension to answer the question of this study.

Near-synonyms

Near-synonym is one type of synonyms. Lyons (1996) defined near-synonyms as the expressions that are more or less similar, but not identical in meaning. The examples of words that can be considered as near-synonyms are 'hear' and 'listen'. The two words would be generally regarded as synonymous. However, the two words are not synonymous in meaning because they have their own context where they should be used. For the evidence, the sentence 'Tonight, I will hear the music.' will sound odd because the word 'hear' is not suitable to be used in the context. The verb is used when we unintentionally hear the sound. However, we have to use the word "listen" when the subject of the sentence intentionally wants to hear the sound. Thus, regarding to the context of the sentence, we should use the word 'listen,' instead of 'hear' because we can see that the subject of the sentence seems intentionally wanting or planning to listen to the music. Thus, we should write "Tonight, I will listen to the music." instead of "Tonight, I will hear the music." In conclusion, understanding how to differentiate and use the near-synonyms by considering the context of the sentence is very crucial in order to successfully deliver the meaning of the sentence.

Contrasting pictures

What are contrasting pictures?

Contrasting picture is the learning media proposed by the writers to assist the students' vocabulary learning. The writers expect that by implementing the learning media, the students can tackle their problems related to vocabulary learning and improve their vocabulary mastery. As explained before, contrasting pictures will provide the illustrations of the near-synonyms wanted to be defined. Moreover, the pictures are completed by captions which will explain more about the lexical category of the words, context when the words should be applied, and examples of the sentences using the words. The pictures and captions of the near-synonyms will be placed side by side so it will ease the learner to differentiate the near-synonyms. Below are the examples of contrasting pictures.



Picture 1



Picture 2

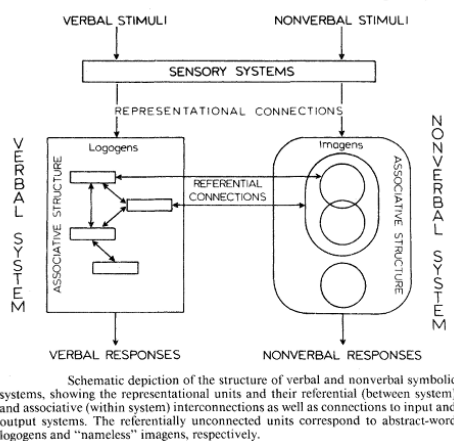
In the picture 1 above, the learner will find easily the differences between the words “listen” and “hear” because there are the descriptions, illustrations and examples that explain the words. Therefore, the learner can find out the differences visually and verbally which might enhance the learner’s understanding.

Why contrasting pictures?

Through contrasting pictures, the learner will be invited to understand the near-synonyms visually (by the picture) and verbally (by the captions which follow the picture). MacLeod (1980) believes that there is a relationship between the processes of comprehending a linguistic statement corresponding to a visual scene. To prove his opinion, Macleod conducted studies that involving participants to verify or reject simple linguistic statements with an equivalent description of a simple picture. From the findings, he revealed that it takes longer to verify complex statements depending on its linguistic complexity. Moreover, this finding is also underpinned by some researches, “The more sensory modes in which mental representation is stored, the more likely they will be remembered.” (Borsook, Higginbotham and Wheat, 1992). Bagget (1989) adduces the theory by positing that images are easier to be stored in memory. These images contain more information because they have more cognitive hooks that can be used to make associative and referential connections between visual representations and information held in long term memory. This research suggests learners to employ dual coding to construct a mental model of the learning experience (as cited in Christine Canning-Wilson, 2001). Therefore, it can be concluded that visuals may evoke relevant knowledge for those that have it to draw on. Most learners might tend to integrate available symbol systems (visual, audio and/or text) to construct on a model of the situation as a strategy to recreate in their mind a picture image of an event.

Dual Coding

According to Paivio (1990), the structural assumptions of dual coding can be summarized in Picture 5, which illustrates the idea of separate but interconnected systems, representational units within systems, and the organization structure of the represented information. The picture shows that the symbolic systems are connected to sensory input and response output systems.



Picture 3 (Allan Paivio, 1990)

Paivio (1990) also states that associative-relatedness judgements might be equally fast with pictures and words because associations between such items arise from experiential contiguities between the referent objects as well as their names, and the associations are accordingly represented in the associative structures of both the verbal

and imagery systems (p. 133). Moreover, the presence of imagery is really helpful. It is supported by Paivio in 1990. He argues that in dual coding theory, high imagery items readily evoke nonverbal imagery and that imagined representations serve as a supplementary memory code for item retrieval along with the verbal code elicited directly by words (p. 159).

Pictures as Learning Media

Pictures can be considered as the most effective learning media in teaching. As cited in Murdani, F. Franke (1884) states that a language could best be taught by using pictures actively in the classroom (p. 13). Richards and Rodgers (1986) who are the proponents of Communicative Language Teaching have advocated the use of 'authentic', 'from-life' materials in the classroom (as cited in Daniel Murdani, p. 13). Different kinds of objects can be used to support communicative exercises, such as magazine, maps, pictures, and charts.

Compare and Contrast Strategy

Comparing and contrasting methods will ease the students in differentiating and understanding the materials given. There are many benefits which can be acquired through this teaching method, just like what Silver (2010, p. 7) has mentioned that comparing and contrasting can strengthen students memories, develop higher-order thinking skill, increase students' comprehensions, and enhance students' writing in the content areas.

Develop Students' Habits of Mind

Using compare and contrast in the classroom will help students develop 16 habits of mind which are: thinking flexibly, thinking about thinking (metacognition), striving for accuracy, applying past knowledge to new situations, and thinking and communicating with clarity and precision.

Thus, Silver's argument above can help the writers to support the usage of contrasting pictures as a learning media.

Research Method

In this study, the research design is true experimental design, which types is Randomize Subjects, Pre-test - Post-test Control Group Design. Ary et al (2002) stated that in true experimental design, the subjects are randomly assigned into groups (p. 307). The subjects of this study included class A and class C of the ninth grade students of SMP Negeri 2 Mlati Yogyakarta academic year 2016/2017. This study used 32 students in class A and 31 students in class C as the samples. The researchers randomly assigned students into two groups; control group and the experimental group. This technique was aimed to know whether the contrasting picture significantly affects student's achievement in learning synonyms or not. In collecting the data, the researchers used a pre-test and post-test. The researchers administered the pre-test to both classes of ninth grade students (both the control and experimental group) to find out the early students' ability in differentiating near synonyms. The researchers then taught the A class without using the treatment (this section acts as the control group) while the C class was taught using the treatment (this section acts as the experimental group). The treatment was conducted by applying contrasting picture as media to teach synonyms. Finally, the researchers administered post-test to both the control and experimental groups to determine the learning outcomes of the experiment.

The data of this study had been analysed using descriptive statistic. The post-test scores were used as the dependent variable while the independent variable was the treatment (contrasting picture). Furthermore, the researchers conducted an observation to both Experimental and Control Group to know the students' attitude and behavior during the lesson. In addition, the researchers held an interview to 10 students in total (5 students in each Experimental and Control Group) to dig out the students' opinion, impression and suggestion about the lesson.

Findings and Discussion

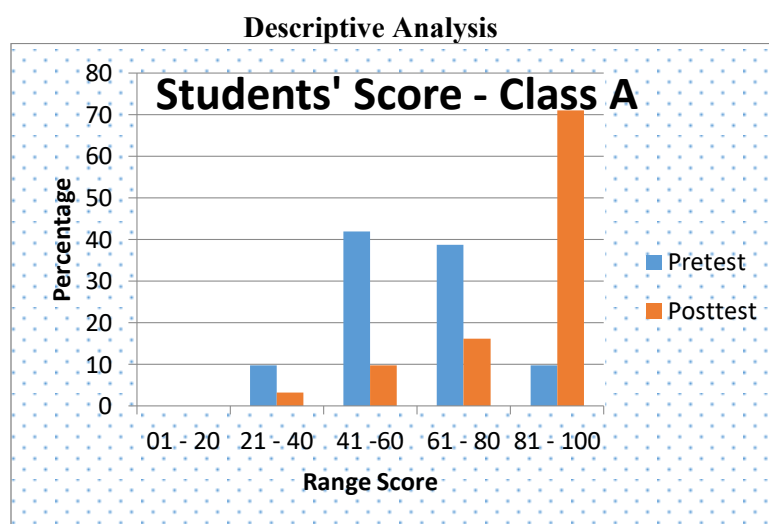


Figure 1. 1. The Results of Class A Students' Pre-tests and Post-Tests

Table 1

Range	Pre-test	Post-test
01 -20	9,7%	0%
21 - 40	22,6%	0%
41 - 60	41,9%	6,5%
61 - 80	22,6%	12,9%
81 - 100	3,2%	58,1%

The chart above shows that the students score mostly in the range between 41-60 for the pretest one, that is, 41,9%. For the posttest one, the students score mostly in the range 81-100, that is, 58,1%.

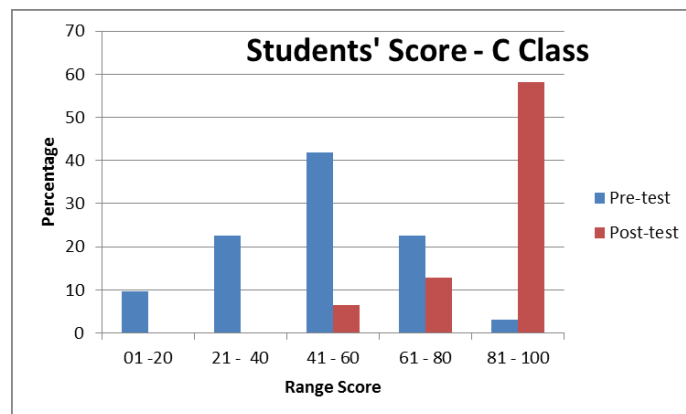


Figure 1. 2. The Results of Class C Students' Pre-Tests and Post-Tests

Based on the chart above, it is concluded that the pretest score is mostly in 41-60 range score, that is, 41,9%, whereas the posttest score is mostly in the 81-100 range score, that is, 71%.

Table 2

Range	Pretest	Posttest
01 - 20	0%	0%
21 - 40	9.7%	3.2%
41 -60	41.9%	9.7%
61 - 80	38.7%	16.1%
81 - 100	9.7%	71%

Table 3

Group	Mean Score		Difference	Description
	Pre-test	Post-test		
Experimental/Treatment Group (IX C)	46.2	86.8	40.6	With treatment (using contrasting pictures)
Control Group (IX A)	62.6	81.2	18.6	No treatment

The result of the interview (Control Group)

“The explanation has already been given”, “The learning activity is a bit boring”, and “Wanting more exciting learning activity using cartoon, picture, or video”.

We can see that both the control group and experimental group have the increased mean score in the post-test. However, the increase of the experimental group's mean score is more significant than the increase of the control group's mean score. Thus, the use of contrasting pictures in the learning process has helped the student in differentiating and understanding near-synonyms. This teaching method is in line with the theory from F. Franke (1884). He states that a language could best be taught by using pictures actively in the classroom (as cited in Daniel Murdani, p. 13). Therefore, pictures can be one of important elements should be involved in learning.

Mixing verbal and visual information as in contrasting pictures might successfully ease the learners to grasp the information faster. Paivio (1990) also states that associative-relatedness judgements might be equally fast with pictures and words because associations between such items arise from experiential contiguities between the referent objects as well as their names, and the associations are accordingly represented in the associative structures of both the verbal and imagery systems (p. 133). It was also supported by MacLeod in 1980. He believes that there is a relationship between the processes of comprehending a linguistic statement corresponding to a visual scene. To prove his opinion, Macleod has ever conducted studies that involving participants to verify or reject simple linguistic statements with an equivalent description of a simple picture. Thus, the presence of two forms of information which are verbal and visual information as in contrasting pictures can be a good strategy in learning.

Moreover, in contrasting pictures, we use the compare and contrast strategy where the information of two similar things is put side by side. From the result of the research, this strategy successfully helped the students in differentiating and understanding the near-synonyms. This fact is in line with the Silver's statement in 2010. He elaborated the benefits of compare and contrast strategy in teaching and learning. One of them was that the strategy could help the learners in increasing their comprehension. Compare and contrast strategy improves comprehension by highlighting important details, making abstract ideas more concrete, and reducing the confusion between related concepts. Therefore, by comparing and contrasting near-synonyms, we can reduce the confusion in differentiating the related concepts of the synonyms. In other words, we can improve our comprehension about the near-synonyms.

From the interview, one of the interviewees stated that the presence of the pictures succeeds her in memorizing the vocabularies. From the statement, we can see that the presence of imagery is really helpful. It is supported by Paivio in 1990. He argued that in dual coding theory, high imagery items readily evoke nonverbal imagery and that imagined representations serve as a supplementary memory code for item retrieval along with the verbal code elicited directly by words (p. 159). "The more sensory modes in which mental representation is stored, the more likely they will be remembered." (Borsook, Higginbotham and Wheat, 1992). Bagget (1989) adduces the theory by positing that images are easier to be stored in memory because images have more cognitive hooks that can be used to associate and code the images and information held in long term memory. This research suggests learners to employ dual coding to construct a mental model of the learning experience (as cited in Christine Canning-Wilson, 2001). In conclusion, the presence of visual information can be an effective code that will be memorized longer in our memory than any other form of information.

Conclusion

Based on the descriptive analysis of student's pre-test and post-test, it was clear that the students who got the treatment by using a contrasting picture (experimental group) had a more significant increase of the total mean score than those who were lectured without the treatment (control group). Thus, we can conclude that the use of contrasting pictures in the learning process has helped the student better in differentiating and understanding near-synonyms. Besides, the observation sheets revealed the fact that the students' behavior in experimental group is highly active and expressive. They also showed more enthusiasm and attention than the control group. Moreover, from the interview we know that teaching using contrasting picture can boost oneself in

memorizing the material. It was because the presence of the images could make the lesson more interesting for the students.

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DIAGNOSING STUDENTS' PROBLEMS, STRATEGIES AND NEEDS TOWARDS CRITICAL READING AND WRITING II (CRW II) THROUGH REFLECTIVE JOURNAL

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Abstract

Reading and writing are two complex skills for language learners. Acquiring these two skills needs great effort, especially when dealing with a non-native language. One course in the English Language Education Study Program, named Critical Reading and Writing II, requires the students to deal with a lot of reading and writing. The students might face problems in dealing with these two skills due to the complexities. This study aims at diagnosing students' problems, strategies, and needs towards *Critical Reading and Writing II* through reflective journal written by the students. The questions addressed in this study are: 1) What are students' problems in CRW II?, 2) What are students' strategies in facing problems in CRW II?, 3) What are students' needs in CRW II? Content analysis on the students' reflection was employed in order to answer the research questions. The documents analyzed were the students' reflective journals which were written at the end of every meeting. The participants of this study were 95 students taking CRW II in the second semester of 2013/2014 academic year. The results of study show that the students found problems which are categorized into academic and non-academic problems. Other findings are related to strategies and needs. There are three categories of strategies found in the students' reflective journals, namely self-support, others' support and undecided while students need more experiences to develop their reading and writing skills. These needs can be met by providing students with examples and models of academic essays so that they can inductively learn the features of academic essay as well as enrich their vocabulary.

Keywords: needs, problems, strategies, reflection

Introduction

Studies have documented how researching students' problem, strategies and needs is central to successful second language learning. First, in regard to students' problems in writing, Gilmore (2009) maintains that writing in the mother tongue is generally painful, and writing in the second language worsens the pain and hardship. Secondly, strategies in facing those problems have also been an interesting topic to study. As proposed by Chambers and Pettman (1986), feelings and information are critical factors in the formation of attitudes and strategies, which become essential components of understanding. Third, analyzing students' problems is imperative before embarking on a certain course. Ismail, Darul, and Hussin (2012) have established the significance of analyzing needs to discover students' opinions on their strengths and weaknesses in writing.

Understanding is one of the main objectives in learning. Learning as defined by Savin-Baden (2000: 9) is 'cyclical process', in which students develop understandings of themselves and their contexts, as well as the ways and situations in which they learn effectively. In this regard, some studies have shown how reflective journal plays an

integral role in learning process. Ong (2000) has argued that reflection journal “enables students to demonstrate an increasing awareness of their own learning and an enhanced ability to handle and process concepts” (p. 1). She further argues that reflection journal will assist the learners in relating new knowledge to prior knowledge.

Considering that reflection tends to be personal and diverse from one person to another, students may write what they personally feel and the challenges they undergo in the class. In this respect, reflective journal can be a useful tool to identify what problems they may face, their strategies in facing the problems and their needs for learning

In this study, reflection was employed in *Critical Reading and Writing II* (CRW II), a course which integrates reading and writing skills. Before the 2010 curriculum was introduced, each of the skills was taught in two different courses, namely *Extensive Reading II* and *Writing IV*. The underlying reason why the skills are finally integrated in one course is because in reality the learners of English as a Foreign Language (EFL) do not acquire each skill separately. Instead, there tends to be concurrent acquisition of the skills. CRW II is offered in the fourth semester and the prerequisite is CRW I.

Despite the significance in diagnosing students’ problems, strategies and needs, a study of those variables in CRW II has not been conducted yet. Furthermore, initial studies have underlined the fundamental use of reflection in teaching and learning. Therefore, the aforementioned bases become the rationale why this study aims at diagnosing students’ problems, strategies, and needs towards *Critical Reading and Writing II* through reflective journal written by the students. The questions addressed in this study are: 1) What are students’ problems in CRW II?, 2) What are students’ strategies in facing problems in CRW II?, 3) What are students’ needs in CRW II?

Theoretical Review

Reflection

In the learning process, students do not only gain information, but they also integrate their background knowledge. Studies have documented the nature of students’ reflections and their benefits. Ramsden (1992) argues that the role of reflection transform the way people understand their surroundings. He notes that it is a long process of “changes in understanding.” (1992, p. 16) Learning creates meaning when the students are able to integrate knowledge by questioning, interpreting and analyzing them. This is in line with Marlowe’s (1988) definition of learning, that is using processed information to integrate the current and the past knowledge as well as experience. Reflection is a meaningful activity because it reflects new information that students have learned and their prior knowledge and diverse background. In other words, reflection involves cognitive activity where students relate their living experience to the learning activity.

Thinking process is not easy to pin down, but when they are written in the reflection journals, we can see how far the students show their progress. Moreover, writing can even help to facilitate reflection. According to Luidens (1997, p. 141) “writing is a manifestation of thinking, and the written piece is the artifact that reveals the thinking”. Writing invites students to brainstorm their ideas and put them in systematic orders. Writing involves a process that requires learners to gather information, process, organize and relate it to their own background. When they are able to integrate and make connection between new and prior knowledge they are able to make meaning out of learning. Through reflection process, we can explore students’ needs, learning problems and attitude towards Critical Reading and Writing.

Students' Problems in Reading and Writing

The current study aims at exploring the academic and social problems in the process of reading and writing. Writing in the mother tongue is painful for many students, but when it comes to writing in the second language the students' hardship and pain are worsen (Gilmore, 2009). The challenges may make students feel anxious when doing the writing activities. This writing anxiety can pose problems in the learning process.

One of the most common problems faced by the students is putting their ideas in writings which are suitable for particular situations and conform to the target language conventions. For instance, students will know when to use formal and informal style of writing to meet the formality of the context. The role of the language teachers is challenging because they are not only to teach his students to master not only the language skills but also to make them aware of the communicative competence in written language. In academic writing, we encourage students to use standard language which refers to the language which is standardized and accepted for use in formal communication. Furthermore, problems might appear not only because of the academic reasons, but also because of non-academic reasons, for example personal problems, like being unmotivated or being not confident (Pajares, 2003; Lo and Hyland; 2007).

When taking an academic writing course, students' main purpose is to learn to write effectively within their particular discipline and to succeed in their academic studies. Hence, students' needs and problems should be sought first in order to offer them the required assistance. Research on students' beliefs has revealed that knowing students' perceptions and beliefs can play a crucial role in developing the right program to meet their needs. One way to know the students' needs is to let the students take notes about the expectation and problems that they are considering. When they identifies the problems or challenges they faces, they can put down what they should do about the challenges in the journals.

Research Method

To solve the research problems of this study, the research method employed is content analysis. Content Analysis is defined as "a research technique for the objective, systematic, and quantitative description of manifest content of communications". Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is coded, or broken down, into manageable categories on a variety of levels--word, word sense, phrase, sentence, or theme--and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. The results are then used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these are a part. For example, Content Analysis can indicate pertinent features such as comprehensiveness of coverage or the intentions, biases, prejudices, and oversights of authors, publishers, as well as all other persons responsible for the content of materials.

This research was conducted in the English Language Education of Sanata Dharma University in the even semester of 2013/2014 academic year. The participants involved in this research were the students of Critical Reading and Writing II. There were 95 students from 3 classes in the even semester of 2013/2014 academic year.

There were 2 main instruments employed in this research, namely: (1) Reflective Journals, and (2) peer evaluation and self-reflection. The documents analyzed were the reflective journals written by the students of Critical Reading and Writing II course. The reflective journal is designed to record the students' experiences (1) What have I learned from today's class?, 2. What challenges do I face?, 3. What strategies will I face to deal with those challenges?, and 4) special questions for today) when taking this course. The following is the sample of the reflective journal. The second part of the reflective journal contains peer evaluation and self reflection. These two forms aim to see the students' progress when dealing with group projects of the course.

Findings and Discussion

The researchers already recorded some of the students' reflective journals to answer the research questions about (1) students' problems, (2) strategies to tackle those problems, (3) students' needs in the course. The findings and the discussion are elaborated in this section.

Problems

The students' reflective journals have shown that the students faced a number of problems in CRW II class. After looking at and analysing the problems, the authors categorised them into several categoris. First, there are two major categories of problems, namely academic and non-academic. While academic problems directly refer to difficulties in subject matter, non-academic ones refer to challenges that in a way do not directly relate to academic matters. The data show that academic problem surpassed the non-academic ones. When put in percentage, academic-related problems comprised 89% and non-academic ones were only 11% of the total number of problems as shown in the following pie chart (Figure 1).

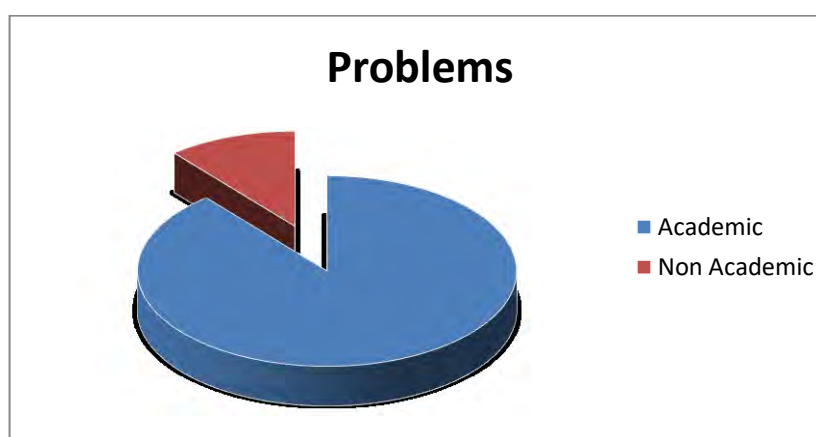


Figure 1. Academic and Non Academic

In this class, as the name 'Critical Reading and Writing' suggests, the students mainly deal with two macro skills: reading and writing. Thus, the academic problems can be further broken down into problems related to reading skills, and problems with regard to writing skills. From the data, reading problems were not as varied as writing problems. There are eight labels under the category of reading problems. The biggest problem lay on the difficulty in comprehending the main ideas of the text and in understanding some

vocabulary in the text. These two problems seemed interconnected as new vocabulary that the students had not known before may interfere with their understanding of the ideas. The other problems were questioning, intertextuality, supporting details, understanding sentences, and thesis statement.

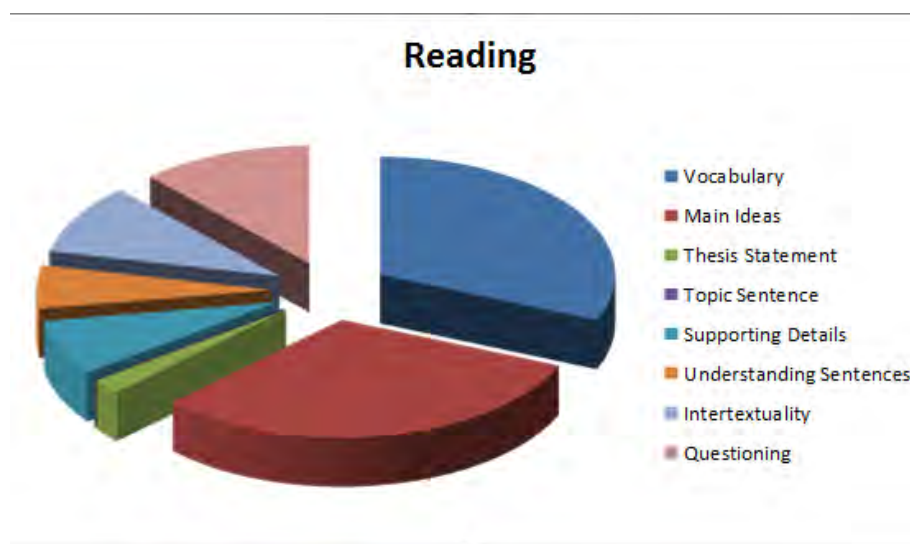


Figure 2. Problems in Reading

Compared to the problems in reading, the problems in writing were more varied. As seen in figure 3, there were numerous problems that the students found with regards to writing skills. Sorted by the significance, those problems were writing thesis statements, determining topics, conducting peer-editing, writing up supporting details, and referencing. Other minor problems include writing topic sentences, self-editing, ensuring the cohesion of the text, composing texts based on the given text genre, checking grammar, and writing conclusion.

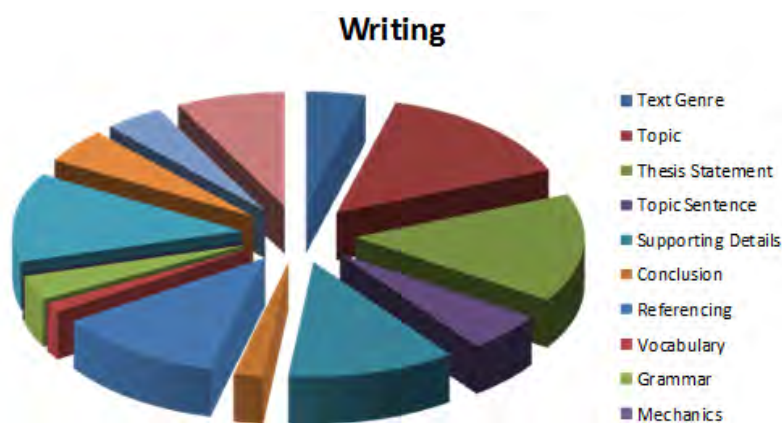


Figure 3 Problems in Writing

In addition to problems related to skills, external problems were also identi

fied. The most significant one was physical problems. The students were in the fourth semester. Thus, their academic activities and tasks were quite demanding and affected their physical condition. As a result, in class, some of the students looked exhausted when joining Critical and Writing Class. Confidence and motivation were also considered problematic. Lack of confidence and motivation that the students faced gave an influence on their performance. Lastly, influence from peers and classroom were deemed as external problems by the students.

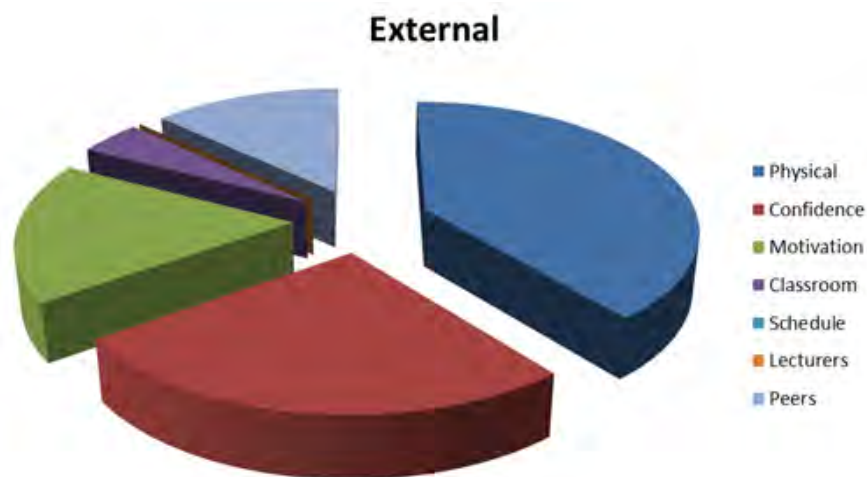


Figure 4. External Problems

Strategies

From the written journals, there are 151 statements referring to the students' strategies. In this research, those statements are classified into 3 categories, namely (1) self-support which refers to the students' own strategies to solve their problems, (2) others' support which refers to asking/being helped by other people, and (3) undecided which refers to unclear strategies.

Most of the students tended to have self-support when dealing with problems they found in CRW 2 class. There are 132 statements (78.1%) mentioning the students' own strategies in solving the problems. The following are the examples of their statements:

- 1) "I will spend a few minutes. Let's say 15 minute to learn new words from dictionary."
- 2) "Take a note for the vocabulary. Make some questions related to the article."

Statements (1) and (2) are examples which were written by 2 different students. Those statements mentioned clearly that the students were aware of what their strategies were when they found problems on vocabulary. Another example is from a student who solved the problem on how to make a good thesis statement:

- 3) "Have a lot of references and learn how to make a good thesis statement."

Statement (3) implies that the student realized that in order to be able to have a good thesis statement he/she should have sufficient knowledge on a particular topic. Then, he/she decided to read several books/articles to help her write a good thesis statement.

- 4) "Find more sources so we can find more ideas to make a good presentation"

Statement (4) is a statement from a student who was preparing a presentation in CRW 2 class. He/she thought that having more references could help him/her to present better.

The second category of the strategies is others' support. Some students (20.7%) stated that they involved other people (their friends or lecturers) in handling their problems in CRW 2 class. They asked friends more frequently than lecturers.

- 5) "Discuss with my friend, open dictionary, make underline in every important part."

Statement (5) shows two kinds of strategies: self-support and others' support. This student did not only rely on his/her friend when facing problems, but he/she also made an effort to solve the problem by looking up a new word in a dictionary and underlining important parts of the text.

- 6) "I discuss it with my friends, and we share our ideas to make us understand about the material."

Statement (6) is an example of how the student solved a problem by having a discussion in group. He/she tried to understand the learning material by listening to others and giving opinions in group discussion.

One strategy used by the students is asking the lecturer directly. Another help comes from the lecturer as shown in statement (7).

- 7) "I asked my lecturer to evaluate my draft and I do what I have to for my draft."

This student asked help from the lecturer when he/she faced a problem in writing his/her draft. Evaluation or comments from the lecturer were to improve his/her writing.

The third category is undecided. Only few statements were found in the reflective journals. There is only about 2% (there are only 2 statements out of 151). Some statements did not really show the students' strategies. They are:

- 8) "It depends on the topic that I want to write."
9) "We try to conclude that the best topic which we have is bilingual. Because bilingual has included all topic that we have."

This study shows that there are three strategies used by the students to overcome the problem. It is also revealed that the most dominant strategy is the self-support strategy which indicates that the students are independent learners. Through reflection, the students do not only try to find the problems but they also have their initiative to tackle the problems.

Needs

Writing argumentative essay is an important yet challenging academic activity for undergraduate students. Previous section has focused on the problems and the strategies to face both internal and external challenges in Critical Reading and Writing II Course. This section analyzes the needs implied from the problems appeared in their reflective journals. It is vital to study these needs to know what can be done in the future to enhance students' argumentative writing skills.

Referring to the section discussing about students' problems, this study found out that the biggest problem the student faced when writing argumentative essay was

generating a thesis statement. A thesis statement is an important aspect in writing thesis. A thesis statement expresses an opinion, attitude, or area in a complete sentence. It does not simply announce the topic the essay will develop. It also expresses the supporting or controlling ideas for the entire essay (Smalley and Ruetten, 1990). Due to its importance, the students felt that they needed to have both theoretical and practical knowledge about thesis statements.

The students also faced major difficulties in finding argumentative topics related to language and education. To deal with this problem, teachers should provide adequate materials related to trends and issues in both language and education. Moreover, due to the insufficient knowledge on these topics, the students found it hard to generate supporting details and supporting references that could strengthen their essay. In the future, we need to introduce citing and referencing bibliography to our students.

To meet students' need in developing their writing skills, it is suggested that they are given examples of argumentative essays elaborating issues surrounding language or education. It is necessary for teachers to provide suitable materials for the class. In discussing the materials, it is also vital that the facilitators give examples of good thesis statements and also bad thesis statements. Teachers do not only explain the theory and definition of a thesis statement, but they can give examples by analyzing how thesis statements express the controlling ideas in argumentative essays.

This study revealed that the students found difficulties not only in writing activities, but also in reading activities. They had a hard time understanding the main ideas of the essays. They had difficulties in comprehending main ideas mainly due to a lack of vocabulary. Having limited vocabulary hindered students' comprehension of the texts and slowed them down. Further studies on students' vocabulary levels are needed then so that teachers can prepare suitable reading materials to enhance students' vocabulary as well as comprehension in finding the main ideas of texts.

Conclusion

Reading and writing are two important skills required for learners to develop their critical thinking. For these two skills are complex, problems might appear during the process of acquiring them. Critical Reading and Writing 2 (CRW 2) is one course in the English Language Education Study Program of Sanata Dharma University that requires the two important skills.

This article discusses the result of research investigating the students' problems, needs, and strategies in CRW 2 class. The results show that the academic problems, such as grammatical problems, how to write references, mechanics and non-academic problems, such as confidence, motivation, and physical problems, appeared.

The second aspect is strategies. Three categories are revealed, namely self-support, others' support, and undecided. Most of the statements (78.1%) in the reflective journals are about the students' own strategies. They mentioned some ways to solve their problems in CRW 2 class. The rest of the students involved others' participation (friends and lecturers) to solve their problems and did not mention clear strategies. Those results imply that the students have some needs in acquiring reading and writing skills. Some students admitted that they still need to improve their ability to comprehend reading texts and to write well. They need more experiences in reading and writing. These needs can be met by providing students with examples and models of academic essays so that they can inductively learn the features of academic essay as well as enrich their vocabulary.

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DEVELOPING CONTENT KNOWLEDGE THROUGH JIGSAW READING STRATEGY AND COLLABORATIVE CONCEPT MAPS

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Abstract

This paper investigates students' perception on the implementation of jigsaw reading strategy and collaborative mind-maps in a content knowledge course. 32 students taking 2-credit Classroom Action Research course participated in this study. Students were divided into several groups of 5-6 students. Each group was assigned to read one chapter, discussed the content of the book, and made a mind map using e-draw application before they had to present their topic to a group of students. Each member of a group had to be responsible to explain the topic because he/she became the person in charge of each group discussion. Data were collected from students' reflective notes, observations, and a focus group discussion. Results indicate that jigsaw reading boosts students' cooperation and responsibility in group works, improve students' reading motivation, and initiate lively group discussions. Students felt motivated, engaged, and less stressful. Meanwhile, concept maps have significantly helped students extract substantial information, generate structured relations among ideas in the texts, and gradually understand concepts much better. However, recurring jigsaw activities for six to seven times every week does not seem to please the students. They found the procedures become less challenging and turn out dull. For low proficient students, relying on other students' explanation and teachers' clarification is of ultimate ways to get informed.

Keywords: jigsaw reading, concept maps, e-draw

Introduction

To obtain optimum students' participation in classroom learning, engagement and cooperation seem to become the core activities that can bridge knowledge and experience, involving both individual and team work. With such an activity, students are demanded to become active and autonomous learners. In a cooperative learning environment, students are to fully participate in several stages depending on the types of the technique used.

Cooperative learning has long been the fruitful alternatives for classroom practices. This may be due to the nature of activities in which Blooms' three learning domains (cognitive, affective, and psychomotor) are involved. It requires varied participations of students such as individual understanding, verbal communication, cooperation, and problem solving. It now becomes the handy technique for teaching across ages, levels, subjects, and institutions (Johnson & Johnson, 2008). Meanwhile, concept mapping can be considered as a flexible and open activity which can increase one's understanding on human behaviors and data (Moon, Hoffman, Novak, & Canas, 2011).

Cooperative learning seems to fit in the ideal that learning can take place effectively when all three learning domains (cognitive, psychomotor, affective) are activated. As students learn, they can activate both of their brain, body, and feeling. As a

result, they learn in an active learning environment in which participation of all students without exception is required.

There are several reasons why jigsaw reading is possibly combined with concept mapping. First, as students are to understand the conceptual framework of the course, there should be stages that they have to get through to reach better understanding. Jigsaw reading technique is one way to understand concepts through stages from individual to group understanding. Second, concept map is a way to reach better understanding individually before they explain the concepts to their peers, involve in group discussions, and able to answer questions from their peers. Third, students are trained to be able to understand concepts, extract main ideas, organize ideas into correct relations, illustrate how those ideas are connected and visualize them in an interesting display. This also requires concept understanding, relationship of ideas, and creativity. Fourth, three learning domains should be concerned (cognitive, psychomotor, affective). Therefore, learning a content knowledge course is expected to become enjoyable yet effective.

The use of jigsaw reading and collaborative concept map in this content knowledge course is particularly aimed to: a) understand how students perceive the use of jigsaw reading to learn a content knowledge course; b) understand how students perceive the use of collaborative concept map to learn a content knowledge course; c) reveal the benefits and drawbacks of jigsaw reading; d) reveal the benefits and drawbacks of collaborative concept map.

Literature reviews

There are three conditions that teachers need to consider when implementing cooperative learning—understand the nature of social interdependence such as cooperative, competitive, and individualistic efforts, understand that cooperative acts bring more positive impacts for learning, understand five elements to make cooperation work such as positive interdependence, individual accountability, promotive interaction, appropriate use of social skills, and group processing. In formal cooperative learning, teachers play roles to make decisions on instructions, explain the tasks and cooperative structure, monitor students' learning and provide assistance, assess students' learning and helping them succeed in group work (Johnson & Johnson, 2008).

Cooperative learning has been known to give benefits such as positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan & Kagan, 2009). The use of jigsaw in classrooms has been vastly investigated. It proves to become more effective than the traditional method and that there is no significant difference in term of gender (Al-ziadat, Alsaaideh, & Rashed, 2013). Similarly, students show positive attitude toward jigsaw and that the experiment group performs better in terms of academic achievement and retention (Maden, 2010). Jigsaw technique is also found superior compared to the traditional one when used for teaching punctuation marks in mother tongue education (Ulas, 2010), works well in English reading (Meng, 2010), brings positive impacts on students' attitudes in writing, good academic achievements, and retention (Sahin, 2010). In mobile situated learning, jigsaw technique is also proven to improve students' learning attitude and the effectiveness of learning (Huang, Liao, Huang, & Chen, 2014).

Concept map can be defined as “graphical tools for organizing and representing knowledge.” It may contain both concepts and their relations which are commonly linked using lines. Concept maps usually follows deductive type of idea organization with more

general information on top followed by more specific concepts. Some features of concept maps include focus question (a reference for finding answers), cross-links (links of concepts from different domains), and examples (Novak & Canas, 2008).

Concept map can help students comprehend abstract materials, modify learning materials, engage them by using both old and new materials (Hill, 2005). Similarly, for teachers' concept map is considered as a tool to represent knowledge, promote reflexive and collaborative learning, improve communicative abilities, and use ICT more effectively (Pontes-Pedrajas & Varo-Martinez, 2014). The implementation of concept maps can lead to improved students' learning achievement and satisfaction on the use of concept map for accounting course. Concept map also help students understand, integrate and clarify difficult concepts. It is perceived as a tool to understand, clarify, and clarify concepts and enhance students' interest and learning (Chiou, 2008). It also works well with grade five students of science in term of their achievement (Asan, 2007). It also makes learning more meaningful in which students can have the opportunities to remember what they have learned (Safdar, Hussain, Shah, & Rifat, 2012)

Methods

There were 32 student participants taking a two-credit Classroom Action Research course scheduled for 16 sessions for the whole semester. The 16 sessions were divided into two parts. The first half of the sessions consisted of jigsaw reading activities discussing theories on action research while the second half involved article reviews on action research and consultations of individual final assignment.

The jigsaw reading activities were conducted on several topics—introduction to action research, plan your action, act your plan, understanding your plan, observe your plan results, and reflect your action. In addition, three journal articles were assigned to students to be read, discussed, and reviewed. Consultations on individual project were conducted through one-to-one for approximately 20-30 minutes per student depending on their need.

The class was divided into 6 groups in which each group consisted of 5-6 students. Each group was assigned a chapter to be read, discussed within the group members, and a concept map had to be made by the group. The students had freedom to choose any application for their concept map making. The concept map should be printed and distributed to all students allowing them to obtain more comprehensive picture of the chapter. Each group was also assigned to present on the scheduled time.

After opening of the class, students were to sit in groups of 5 or 6. Each member of the assigned group (the presenters) would join the formed group and present their understanding on a particular issue in the chapter. Thirty minutes were given to the students to have the first discussion session. Jigsaw reading was applied to this type of learning. The second group discussion session lasted for about 20-30 minutes. During this stage, students may ask questions, clarify issues, commented on a particular issue and even argued with the students' opinions. Students may also note some critical issues to be discussed together with the lecturer and the class. Peer assessment was also applied in which the presenters were given authority to give points to their peers in the group. A rubric of peer assessment was ready and the students were to rate according to the description given. The peer assessment includes five categories (participation, focus on task, contribution of ideas, the number of tasks completed, and work quality). Five scales were used (5=Superior, 4=Above Average, 3=Average, 2=Below Average, and 1=Weak).

There are two questions for this research:

1. How do students perceive the use of jigsaw reading to learn a content knowledge course?
2. How do students perceive the use of concept maps to understand concepts?

Data were collected from students' reflective notes, observations, and a focus group discussion.

Findings and Discussions

Students felt that learning a content course can be complicated, theoretical, and scary. This may be due to several reasons such as difficult topics, varied theories and research procedures, varied tasks, and assessment procedures.

Jigsaw reading is seen as a useful technique to learn content course (Classroom Action Research). It is perceived as helping students understand materials, join group discussion, exchange ideas with peers, and motivate students to read. However, not all students were willing to read because the number of pages may also discourage students to read. Another issue is the difference of students' understanding on a particular topic.

Students tend to like jigsaw reading due to several reasons such as helping them understand reading materials, exchanging ideas, encouraging students to become more active, and they think they do not need to read the whole reading materials. Some other students do not really enjoy the jigsaw reading activity because not all students can understand and explain well, pay good attention to their peers' explanation, and maintain concentration for a certain period.

Meanwhile, the use of concept map to support the jigsaw reading activity is perceived as helping students find important information through colorful, interesting, and structured visual aids. To make concept maps, students read the abstract and conclusion, find detail information, write the information, and draw the map.

There are some benefits of jigsaw reading—motivate students to read, promote cooperative and collaborative learning, expanding students' attention, raising students' responsibility, encourage independent learning, optimize time usage, good learning environment, improving students reading skills, and promoting students to become more active. In contrast, jigsaw reading activity is also perceived as discouraging due to overwhelming reading materials, unclear explanation, students' noise during discussions, teachers' clarification, peers' dependability, and different understanding on a particular topic. Some difficulties are also detected when jigsaw reading is used for learning content course (merging views, uncertain opinions, difficulties in motivating students' cooperation, in understanding texts, and in explaining the concepts to peers).

The benefits of concept map include finding main ideas, understanding reading materials, motivating students to read, providing clear explanation, grabbing attention, featuring structured ideas, and remembering the whole reading materials. On the other hand, the drawbacks of concept map are including only the big issues of a topic, inability to explain in detail, teachers' clarification, difficulties in summarizing important points.

Peer assessment, which is used as one of the components of students' final grade, reflect students' involvement in group discussions. Those who obtain good score from their peers are those who are active during the discussions, share ideas and comments, explain concepts well, and help answer questions from peers.

The study finds that jigsaw reading technique which is applied in a Classroom Action Research course has obtained positive responses from students and enabled students to focus more on the on-going classroom activities. The result is similar to the study of

Maden (2010) and Sahin (2010). Students are engaged with the group discussions and they have more opportunities to share what they know and ask their peers what they do not know. Even this work well with inferior students who usually keep silent during classroom discussions. Such a circumstance may promote effective learning and provide conducive learning environment where students have rooms for expressing their ability to respond to the discussions.

As for the concept map, students feel greatly facilitated by the concept maps that the presenters have prepared. Concept map is perceived as facilitating students understanding on difficult concepts and enhance students' learning. This finding is particularly supported by the study of Chiou (2008). Concept map is also indicated to make students remember what they have read, understood, and retrieve information from previous reading processes (Safdar, Hussain, Shah, & Rifat, 2012).

The use of jigsaw reading technique with concept maps as the tool to deliver concepts, information, relationships, and important points can help students learn in an active learning environment, understand concepts more easily, encourage them to speak and ask questions, and involve in group discussions. At the end of the semester, although there is varied degree of competencies, students are able to understand concepts of action research and how it is conducted, able to understand concepts from their reading activities, able to confirm whether their understanding is appropriate or not, and able to ask questions when they are confused.

Conclusion

For students, understanding concepts in a content knowledge course may be overwhelming and discouraging. However, there could be ways to reduce students' burden by applying jigsaw reading technique with concept maps as the tool to deliver complex information. With the method, students are trained to understand concepts step by step by reading individually, discussing their understanding with their groups, making the concept map, asking questions, and involving in vivid classroom discussions. While concept maps work to facilitate students' understanding on information and idea relationships, jigsaw reading activity trains students to deliver concepts, confirm understanding on concepts, and involve in vivid group discussions.

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PROMOTING STUDENTS' INDEPENDENT LEARNING TOWARDS ACHIEVING BETTER LEARNING RESULTS

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Abstract

Recently, students are expected to take more ownership of their own learning as the impact of the shift of learning paradigm from teacher-centered towards student-centered. It is believed that students who take charge of their own learning will get better results as they know their own conditions and needs better. This is also in line with the P21's Framework for 21st Century Learning that was developed to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. This paper is aimed at revealing the lecturers' efforts in promoting students independent learning that has been implemented in the Faculty of Education, Sampoerna University, Jakarta. The study was conducted by giving out a questionnaire to several lecturers who have implemented independent learning toward their students.

Keywords: Independent learning, 21st C Learning, Students' learning.

Introduction

For many years, Indonesian students were situated in a learning interaction that was fully led by teachers. Students were not trained to take initiative and be courageous to ask let alone propose any idea to their teachers. That created generations of submissive students who were presumably lack of creativity and critical thinking. They would simply wait for their teachers' direction of what to do in class; depend on teachers' suggestions and expectations. However, such teaching – learning paradigm is no longer valid in current situation.

Entering the new millennium, students must be able to anticipate rapid changes in almost every aspect of life made possible by the advancement of Information, Communication and Technology. Currently, the countries in the world seem to have no boundaries anymore; people can move about quickly in a relatively short time. Many changes and technological progress require vigilance and alertness from students so that when they graduate they can compete globally. To anticipate the development and prepare students' competence, The Partnership for 21st Century Skills published in their framework, a vision for student success in the new global economy (online source), which stated that in order to succeed in work and life students need a blend of content knowledge, specific skills, expertise and literacies. The Framework also describes the skills, knowledge and expertise students must master.

Considering that there are quite many that students need to be equipped with, and that students have different needs, schools and lecturers need to train students to learn by themselves; students must be able to identify what skills and knowledge they need most, and when. Then, based on that knowledge, they need to tailor-make their learning journey. Hence they need to be able to learn independently, with some support from their lecturers.

Quoting from The Higher Education Academy (2014) ...” ‘independent learning’ can mean different things to different people, in different disciplines and in different cultures. Therefore, it is important that this pivotal concept is explained to students so that they know what is required of them within their new context and discipline. Philip Candy, in the now classic text ‘Self-direction for lifelong learning’ (1991), quotes Forster (1972) to define independent learning/ study:

1. 'Independent study is a process, a method and a philosophy of education: in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation;
2. it includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser;
3. it requires freedom of process to carry out the objectives;
4. it places increased educational responsibility on the student for the achieving of objectives and for the value of the goals'.

The concept emphasizes the importance of students' initiative to take charge of their own learning, but not without support from their lecturers / teachers. Especially for students who are not accustomed to doing learning by themselves because so far everything was directed / assigned by their teachers/lecturers in class, this independent learning can be a huge load for them to take. While Independent learning is not just important to become a good student (quoted from www.brightknowledge.org), the skills students obtain from that are very useful for their work later. The skills include: Motivation, Independence, Initiative, Time management, Organization and multi-tasking, Strong reading and writing skills.

Considering that the responsibility lays heavily on the students' part, independent learning carries with it some challenges. The Higher Education Academy (2014) provides some illustration on some misunderstandings around the concept of independent learning that was described by a colleague working in China:

'Independent learning' was translated differently on a poster in a school I visited in China. They had borrowed our list of 'good learning behaviors' but had translated independent learning as 'learning on your own and not distracting or talking to others around you'.

In the meantime, The Skills Team of University of Hull, UK (<http://libguides.hull.ac.uk/skills>) issued a booklet on Independent Learning, stating that the broad definition of independent learning or autonomy is "The ability to take charge of one's learning" (Holec, 1981:3). However, that does not mean students completely work on their own. Working with someone else, encouraging each other and talking through difficulties may be the most effective way of working independently. They even mentioned it in that ..."explaining the concept to someone without shared background knowledge is a very good way of making sure you understand the full implication of the concept". Sharing the concept to someone totally unfamiliar with it is a way of checking whether his/her comprehension can be communicated well and clearly. In this case, the role of a lecturer is important to show some path the students need to go through and shed some light whenever necessary.

The above explanation underlines that independent learning means doing the learning activity by themselves but not without lecturer's or their peer's support. Hence this may include group learning where the activity may be done collaboratively and individual learning outcomes be similar (or different) but each is reached independently. Therefore, independent learning does not need mean only in terms of learning in 'isolation' but also within a community of learners, and thus lecturers are needed to prepare and provide some guide as one student said: .. " 'Here, they (lecturers) all the time emphasize self-learning and self-directed learning. But how can we learn when there is no direction at all?' (International student quoted in Welikala & Watkins, 2008).

The review Meyer (2008) did showed a number of strategies teachers can do to promote and support students' independent learning, including:

- a. scaffolding: this refers to the supportive structure provided by teachers, which aids students in their learning;
- b. providing students with opportunities to self-monitor: self-monitoring depends on the processes of establishing goals and receiving feedback from others and from oneself;
- c. offering models of behavior: independent learning was promoted by encouraging students to model the behavior of their teachers, including, for example, teachers showing students how categorizing information made it easier to remember;

- d. developing communication that included language focused on learning: this helped students become more aware of the steps involved in learning, understand their own learning styles and helped students and teachers share their thinking;
- e. providing feedback on homework: this was found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning.

Research Method

This research utilized survey as a means collecting data. Surveys have become a major part of our lives. In an era in which a wealth of information is highly accessible and rapidly changing, many researchers use surveys to inform knowledge, challenge existing assumptions, and shape policies. Surveys are used by so many people for so many different purposes (Gideon: 2012).

Fred N.Kerlinger (2004:660 in www.academia.edu), said that survey is used to study a population (universe) by selecting and then studying the samples to find out incidence, distribution and relative interrelation of the variables. Similar to this, Mulyana (2001) (in <http://www.academia.edu>) stated that the purpose of such methodology is to come up with a description, generalization, or prediction on an opinion, behavior, and characteristics of a population. Because I want to find out the description, generalization, or prediction on an opinion, behavior, and characteristics of a population in terms of the use of and advantage of independent learning to promote students' learning achievement.

The Questionnaire

The questionnaire consists of 6 questions that were drafted to accommodate the concept of Independent Learning set forth by Meyer, et al. (2008), who said that the key elements of independent learning are:

1. Shift responsibility for the learning process from the teacher to the students.
2. Self-regulation process.
3. Enabling environment.
4. Positive relationship between teachers and students, based on trust.

Teachers promote independent learning by:

- a. Scaffolding
- b. Providing students with opportunities to self-monitor.
- c. Offering models of behavior
- d. Developing communication that include language-focused on learning.
- e. Providing feedback on homework.

University of Hull (<http://libguides.hull.ac.uk/skills>), issued a booklet that informs students on what they need to know if they want to be able to handle their independent learning well. It includes creating a study-plan at the beginning and reflection at the end of the activity. I include these two points in questions number 4, 5 and 6.

Hence, the questions I asked to my colleagues are composed to find out:

1. lecturers' understanding on independent learning.
2. lecturers' preparation before administering independent learning.
3. to find out the kind of activities assigned by the lecturers when administering independent learning.
4. to find out the lecturers' perspective regarding the strength of independent learning.
5. to find out the lecturers' perspective regarding the weaknesses of independent learning.
6. to find out the lecturers' perspective regarding the compatibility of independent learning activity in relation to the "type" of courses.

(The questionnaire is attached)

Findings and Discussion

I gave out 10 sets of questionnaires to 10 lecturers in the Faculty of Education, Sampoerna University. Only 7 lecturers returned it. Based on the responses submitted by the lecturers, here are the findings:

Lecturers' understanding on independent learning.

6 lecturers comprehend independent learning as an activity done by students but with some support from their lecturers. One lecturer stated that independent learning is done entirely by the students without any coordination with lecturers. This is in line with the suggestion from the Skill Team of Hull University that said... "independent learning does not need mean only in terms of learning in 'isolation' but also within a community of learners, and thus lecturers are needed to prepare and provide some guide".

Lecturers' preparation before administering independent learning, by

- preparing the materials, in the forms of reading materials, PPT, Video, etc. (4 responses),
- providing guiding questions (4 responses), this can serve merely as a guide or as questions to answer.
- providing additional materials.
- providing clear instruction (perhaps what s/he means is direction). (3 responses).
- providing assignments to do.
- providing rubric for assessment of their independent learning's assignment.

All lecturers prepared some materials, completed with directions/instruction before assigning their students to learn independently. This is an important role a lecturer can play in enabling and supporting independent learning (Meyer: 2008). However, none of the lecturers mentioned anything about giving feedback or having a discussion during students' independent learning. While actually, in this activity students should always be able to consult their lecturers whenever they need to, as Meyer (2008) said that providing feedback on homework is useful to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning.

Activities applied by the lecturers when administering independent learning:

1. Watching videos
2. Reading text books (2 responses)
3. Browsing for information, on line.
4. Writing papers.
5. Group discussion/work/project (5 responses) to practice problem-solving skill, to prepare for a presentation; Reading as a pre-writing activity before they discuss it in class; further discussion of a lesson they just learned in class.
6. Write an essay / a paragraph (2 responses)
7. Discussion in a social media forum / online discussion (2 responses).
8. Peer-editing feedback based on the provided rubric.
9. Doing a role-play.
10. Making video-blog.
11. Reviewing the lesson they just learned in class by an activity called "Smart Schemer" (where students make charts, diagrams, or an outline of some concepts/information taught in class).

The most preferred activity is group discussion, either off or on-line. Group discussion gives a very positive impact in building students' competence and confidence, even though in this case they share with their class mates who are all familiar with the topic, while the Skill Team even further suggested students to sharing the concept to someone totally unfamiliar with it, because it can be a way of checking whether his/her comprehension can be communicated well and clearly. That can be the next step lecturers can assign to their students in their independent learning.

Lecturers' perspective regarding the strengths of independent learning:

1. Experiencing learning and finding information on their own (2 responses).

2. Students can reflect on their previous learning in class, then they can come to a conclusion.
3. Students get accustomed to learn, outside class.
4. Students are trained to try their best in solving problems and critical thinking by themselves before asking for help (2 responses).
5. Reinforce their knowledge they learned in class.
6. Students are more active in thinking, writing, or giving feedbacks to their peers.
7. Students are given freedom to tailor-make their learning.

Those responses highlighted lecturers belief that independent learning helps students to be more academically authoritative as they know what information they need to find, be able to use their critical thinking and problem-solving skills. Meyer (2008) also added that supporting students in self-regulation, providing feedback and helping them highlight progress was found to be especially important among remedial readers and other students with special educational needs.

Lecturers' perspective regarding the weaknesses of independent learning:

1. Students' motivation may not be that strong; easily distracted by other activities. (3 responses)
2. Students are not accustomed to doing it.
3. Inadequate facilities (such as gadget, internet connection, computer, etc.).
4. Improper direction/instruction/ guiding questions given by lecturers can lead to lose motivation (2 responses).
5. Students who need special facilitation / supervision may not find this useful.

Most respondents agreed that the biggest obstacle may be the students' motivation. I think this is because many students are not yet accustomed to learn independently, outside class without the watchful eyes of their lecturer.

Lecturers' reflection on the compatibility of independent learning activity in relation to the "type" of courses:

1. Language skills, especially Reading and Listening. (3); one respondent stated that in doing their group work, students can practice with their friends so that they are not only language learners but also users.
2. Language components: students can use the opportunity in independent learning to to comprehend deeper the theories they learned in class.
3. Any kind of subject (4 responses).

Majority of the respondents believe that independent learning is suitable for both language skills and components. I think this is due to the advantage of students having the opportunity to deepen their understanding and comprehension of the lesson discussed in class through group work/discussion or project. While for language skills, the opportunity offered by independent learning can help students practice their ability in using language in day-to-day real conversation.

Conclusion

Majority of the lecturers already understand the concept of independent learning, where students still need their support, facilitation, guides and feedbacks while they learn on their own. The lecturers also prepared various materials that can be interesting, stimulating and motivating students to do independent learning as they realize their facilitation helps students a lot. However, only 1 respondent mentioned about giving feedback to students, while actually a lecturer needs to make sure that the students are already in the right track in their learning process and journey. Another thing that is still lacking is the reflection part. Students are not asked to contemplate on the result of their independent learning so that they can do it better next time and can plan better for their independent learning. Lecturers do not seem to be reflective enough either in terms of the success of their assigning their students to learn independently.

Activities and materials provided are diverse and seem to be motivating. The lecturers only need to create more enabling environment for students to be able to do self-monitoring, so that they will be fully independent learners. Students should also be encouraged to plan their learning in order for them to fully understand their weaknesses / needs in learning so that they can find suitable strategies and materials to complete what they did not get in class.

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FILMMAKING FINAL PROJECT TO ENHANCE ENGLISH SPEAKING COMPETENCE, IDEAS, AND CREATIVITY FOR JUNIOR HIGH SCHOOL: A STUDY IN IX B OF SMP N 1 TURI

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Abstract

Regarding to the notion about learning is fun, the teacher should be creative and autonomous in terms of teaching methodologies, designing materials, and teaching technique which can make the enjoyable and lively teaching and learning atmosphere process. However, teaching students to speak confidently is challenging. The teachers should think about the appropriate technique to motivate them to speak. Through an observation in IX B of SMP N 1 Turi, the researchers found that the students had problems in understanding narrative text. As the result, many students had low interest in learning and teaching process in classroom. They are lack of motivation in participating actively in English class, especially in speaking. They get bored easily. Considering the fact, Project Based Learning (PBL) is chosen to solve the problem. The students have to make a film in a group as their assignment for final project. Therefore, the students' efforts will influence the product and the process would run well or unwell because they should be able to collaborate with others, especially in their own group. They should be able to make a good decision, be responsible, and be disciplined in the process of accomplishing the filmmaking assignment, for instance in deciding appropriate script, costume, scene, plot etc. However, this is one of ways to provide the students with an English fun learning because they will engage with technology and knowledge in accomplishing their assignment in the real world. The problems of this study then is formulated as: 1) How do the filmmaking final project enhance the English speaking competence, ideas, and creativity for Junior High School? and (2) To what extent do the filmmaking final project enhance the English speaking competence, ideas, and creativity for Junior High School? The researchers employed Classroom Action Research since the researchers diagnosed and fixed problems occurred in a classroom. It is applied to improve teaching and learning process in classroom. The instruments used in this study were an observation sheet, participation checklist, and questionnaire. The results showed the improvement process of students' English speaking competence, ideas, and creativity in classroom. It can be seen from the preliminary study, the first cycle, and the second cycle.

Keywords: Project-based Learning, filmmaking, English speaking skill competence

Introduction

English, as an international language, is compulsory subject for Junior High School in Indonesia, for instance in SMP Negeri 1 Turi as the focus of this research. By learning English, the students will have good provisions for their future. They will need it to participate actively in the global world in all areas such as in science, technology, art and culture, economic, international relationship, and education. Thus, this has made English becoming one of the most important subjects in schools and universities. Suhendro (2006) says that English language plays an important role in developing students' knowledge, social, and emotional. Besides, English facilitates students to acquire and master all subjects (p. 370). Hence, mastering English facilitates students to gain new knowledge since English is used by many countries and takes place in most of all knowledge area. Besides, for the ninth grader students, English is tested in the final examination.

In learning English, students should master four skills which are divided into two major skills. The skills are productive skills; speaking and reading, as well as receptive skills; writing and listening. However, in the process of learning English in SMP N 1 Turi, the students often encounter some difficulties. The students got problems to comprehend English text well, lack of vocabulary, pronunciation, and lack of confidence in expressing their feeling, thought, and ideas orally. They are afraid of making mistakes and sometimes they do not understand what they supposed to say appropriately. Thus, in classroom's real situation in the learning and teaching process, sometimes speaking activities do not run well or do not work as it is expected because of many factors which prevent students from speaking English. However, the ability to communicate in second language efficiently and appropriately contributes to the success of the students both in school and their phase of life. Louma (2004, p.1) states that speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement can be implied that as English teacher, teaching speaking is a very important part of second language learning. It can be said that the teacher should improve students' ability in speaking which happens in language teaching learning process. The teacher should create a good, a positive, an enjoyable and a lively teaching and learning atmosphere process in classroom environment which can encourage real communication.

Students learn some genres of texts in an English lesson, one of them is narrative text. The ninth grade students will learn narrative text again in the second semester. Narrative text as one of the texts that is used to shared ideas and culture through stories is chosen as the source of filmmaking's script. Kammer and Diebold (1949) state that narrative is a form of talking or writing that has for its purpose the relating of a series of events. It is also not merely aiming to entertain people but also having social purpose which can be learnt from the texts. Grammatical features of narrative text according to Knapp and Watkins (2005), when sequencing events in time and space, narrating typically uses; action verbs, temporal connectives, and the simple past tense. Basic structures of narrative, there are three major parts; orientation, complication and resolution. The

sequences of the structure in narrative are more complicated than in recount text only consists of two parts; orientation and sequence of events. While in the other hand, narrative has a resolution stage which includes reflection on the problem and possible solutions (p. 224). There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slide of life, and personal experience. The need of students to learn narrative text is also stated in Curriculum 2006 which are covered in the Standard of competence number 10. Also, the standard needs to be achieved by the students in the speaking instructional processes as the oral productive skills. The standard of Competence and Basic Competence from *Permendiknas no. 22, 2006* can be seen in the Table 1.1 below.

**Table 1.1 The English Productive Skills for Grade IX
(Permendiknas no. 22, 2006)**

Standard of Competence	Basic Competence
SK 10 Students are able to express meaning in the short oral functional texts and simple short monologues in the form of narrative and report to interact with the surrounding environments.	KD 10.2 Students are able to express meaning in simple short monologues using oral languages accurately, fluently, and acceptably to interact with the surrounding environments in the form of narrative and report.

To achieve that goal, as teachers, they cannot directly ask their students to express meaning in oral form of English without teachers' guidance. The teachers have to think first about the material and assignments which are potentially motivating, stimulating, empowering, and challenging for students to speak.

Dealing with the problems, the researchers have an excellent idea to overcome the problem which is expected can be an attractive and innovative stimulation for the students to speak. Many activities can be designed to make majors' element lively, it can be inside or outside classroom activities. Hence, the researchers have an assignment which is related to speaking skills. It is about role play in filmmaking final project. It is one of strategies that can be applied in teaching speaking since it is the combination between language and fun. Also, this is one of ways to provide the students with an English fun learning because they will engage with technology and knowledge in accomplishing their assignment in the real world. Larsson (2004) states that role plays affect the whole classroom dynamics, leading to more relaxed relations between the teacher and pupils (p. 245). By using a role play in filmmaking final project, the students learn how to practice speaking English fluently. Moreover, they can learn outside of the classroom with technology. Dudeney and Hockly (2007: pp. 5-9) say that today's children are digital natives who grow up with technology and feel comfortable and confident with it. Almost all the students are familiar with technologies, such as PC, laptop, smartphone, and internet access. Therefore, engaging students in learning English with technology is appropriate choice. They can use their PC,

laptop, smartphone, or internet access to support their studies. Moreover, SMP N 1 Turi is also equipped with the Information and Communication Technologies (ICT) and free Wi-Fi network. The school has some PCs available for students and they are connected to the internet. It can help the students to accomplish their assignments.

The problems of this study then is formulated as: 1) How do the filmmaking final project enhance the English speaking competence, ideas, and creativity for Junior High School? and (2) To what extent do the filmmaking final project enhance the English speaking competence, ideas, and creativity for Junior High School?

The researchers discusses some theories which are related to this paper. There are three major theories need to be explained. They are Project Based Learning, filmmaking, and speaking. This first part provides the theories related to the Project Based Learning. Project is defined as complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. (Thomas, 2000). The project is supposed to be long-term, requires teamwork among students, and results in a substantial final product (Thompson & Beak, 2007, as cited in Cruz & Vik, 2007). It can be interpreted that not every assignment can be considered as project. Project-based Learning (PBL) is one of teaching and learning models which engages students in active learning. Patton (2012) gives brief explanation that Project-based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (p. 13). PBL is different from traditional teaching model because it is an instructional method centered on the learner (Grant, 2002, p. 1). In traditional approach, the teacher becomes the source of knowledge and handles all the activities in classroom. While, the students will listen to the teacher's explanation, take a note, and do the exercises without having a chance to develop their creativity. Therefore, the purpose of Project-based Learning helps students develop skills through completing authentic activities (project-work) for living in a knowledge-based and highly technological society. Thus, the students have the opportunity to use the language in relatively natural context (Haines, 1989, as cited in Fragoulis, 2009) and participate in meaningful activities which require authentic language use (Fragoulis, 2009). The project work in PBL results an end product. The product can be presentation, storytelling, role play, artwork, drama, etc.

Regarding to the second theory is about the filmmaking. Theodosakis (2001) defines filmmaking as a creative assignment right from the initial idea to the final presentation the filmmaking process is full of so many opportunities and experiences for learning that it can safely be considered as a powerful and appropriate tool for the 21st century language classrooms. The filmmaking experience cultivates the students' ability to visualize, problem solving, logical thinking, planning and coordinating skills as well as speaking and writing skills that could act as a stepping stone to other innovative and creative academic projects. As creativity and innovation are increasingly being considered

invaluable in securing jobs and livelihoods in today's competitive and fast changing marketplace. Today's generation of youth are always looking for opportunities to express themselves; and by expressing themselves creatively through such an assignment they get empowered with the notion that they can translate their goals into tangible reality. They develop valuable life-skills that boost their self-confidence and enthusiasm for taking on new challenges.

In the different term, Ellis (1994) defines that the filmmaking assignment has its foundation in the task-based approach to language learning and teaching. Language learning is a developmental, organic process that follows its own internal agenda. Errors are not necessarily the result of bad learning, but are part of the natural process of inter-language forms gradually moving towards target forms. Studies demonstrate that by engaging in meaningful activities, such as problem-solving, discussions, or brainstorming, the learner's inter-language system is expanded and encouraged to develop (Long & Porter, 1985; Ellis, 2003). Moreover, film engages young people in learning. Film stretches the most gifted and engages the hardest to reach. In this paper, the notion filmmaking assignment as believe to engage students to practice speaking in groups and provides real situation materials.

Regarding to the third theory is about the speaking skill. Speaking as productive skill besides writing has been an important skill among four basic skills in English (Listening, Speaking, Reading, and Writing). Called productive, speaking produces words orally without having much time to arrange the words. Those words are produced as a result of comprehending the language. Clark (1977) states that speaking is fundamentally an instrumental act. People use speaking to express what is on their mind and what they want their listener do for them. It can be stated that by speaking, speakers make a request, express their thought, and argue an issue in which the speakers try to affect their listeners (p. 223). Therefore, learning speaking is challenging than the other three skills. Read (2007) emphasizes that speaking is complex skill and the difficulty for children learning a foreign language should not be underestimated (p. 18).

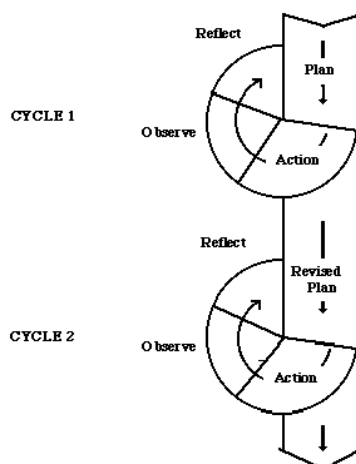
Method

The present study was conducted to the ninth grade students of SMP Negeri 1 Turi in academic year 2015/2016. The class was divided into 4 classes. However, for this study, the class that was chosen to be the subject of the study was class IX B. It has 32 students which consists of 16 males and 16 females. To support the results and evaluate the project, the researchers also provide students' perception toward the filmmaking final project through distributing a questionnaire and interview some students. In the questionnaire, there is twenty statements which the students have to tick each statement's column whether they are Strongly Disagree, Disagree, Strongly Agree or Agree. In the interview section, the researchers asks five students to be interviewed in the same time and ask them to give their opinion honestly based on their experiences. The students are three female and two male. It is like focused group interviewed. The aims is to support the result and calculate the quality of project. The interview used in the research was a semi-structured interview which the all the questions and

statements had already been prepared before the interview. Therefore, the interview could be conducted by using *Bahasa Indonesia*.

This study was used classroom action research (CAR) as the research design. In this classroom action study, the teaching and learning processes were divided into at least two cycles where each cycle consisted of two sessions. Each session consisted of four interconnected activities, namely: planning (P), action (A), observation (O), and reflection (R). Therefore, the researchers decided to use CAR based on Kemmis and McTaggart's model. This action research model looks like a spiral of steps repetition including planning, action and observation, and reflection. Kemmis and McTaggart (1988) describe, "The action research process shows a self-reflective spiral of planning, acting, observing, reflecting, and re-planning as the basis for understanding how to take action to improve an educational situation". Kemmis and McTaggart diagrammatic model was presented in Figure 1.1, as follows.

Figure 1.1 Kemmist and McTaggart's Action Research Model



From the Figure 1.1, it can be interpreted that the classroom action research included four stages: plan, action, observation, and reflection. The first is planning which is done before the classroom action research. In this step, the researcher had to prepare all materials, instruments and design the procedure of conducting the action. The second is action which refers to what the teacher should do during teaching speaking through technique used in the classroom. There were three activities that the teacher done in the classroom. The third is observation which the researcher observes the students by seeing their attitude along learning process. Also, the researcher and teacher observes the students' improvement and progress. The last is reflection which was done in the end of action to reflect what had been done in class after the implementation of the teaching technique.

Results and Discussion

This part presents and discusses the findings of the research. This chapter answers two research questions stated in the problem formulation. The first question is about how the filmmaking final project enhances the English speaking

competence, ideas, and creativity for Junior High School. The second question is about to what extent the filmmaking final project enhances the English speaking competence, ideas, and creativity for Junior High School.

As what had been mentioned in the previous part, this research used a cyclical process of classroom action research which is proposed by Kemmis and McTaggart in 1988. It was mainly used to discover whether or not the students' speaking skills can be improved through Filmmaking final project. Firstly, the researchers did the preliminary study in XB at SMP Negeri 1 Turi, academic year 2015/2016. The purpose of preliminary study was to find out the students' problems which occurred in the teaching-learning process in classroom. The material was about narrative text. The results of preliminary study showed that the students had problems in understanding narrative text especially in expressing meaning in simple short monologues using oral languages accurately, fluently, and acceptably to interact with the others.

There were four kinds of instruments to collect the data, namely pre-test, post-test, questionnaire, and interview. The pre-test in speaking skill was intended to the students' before the research to get their pre-existing ability in speaking. The post-test which was held two times was administrated after the research to get the information whether the student's ability in speaking improve in each test or not. Those three sets of score gathered were tabulated as follows.

Table 1.2 Tabulation of Data showing the students' Progressing Score of Speaking Skill after Filmmaking Final Project

NO	Student Number	F/M	Pre-test	Post-test 1	Post-test 2
1	6101	M	65	75	75
2	6164	F	75	80	90
3	6102	M	50	60	70
4	6104	M	80	85	95
5	6199	M	60	75	80
6	6203	M	40	65	75
7	6204	F	65	70	75
8	6106	F	75	80	85
9	6170	M	40	65	75
10	6206	M	60	70	80
11	6171	F	75	85	90
12	6173	M	60	75	80
13	6142	F	65	75	85
14	6212	F	70	80	85
15	6116	F	75	85	95
16	6214	M	70	75	85
17	6144	M	65	70	75

18	6145	F	65	65	75
19	6147	M	60	70	75
20	6118	F	80	90	95
21	6150	M	85	85	95
22	6120	M	60	70	75
23	6181	M	50	70	75
24	6183	F	85	85	95
25	6157	F	75	80	85
26	6188	M	40	75	75
27	6189	F	55	80	90
28	6124	F	50	70	80
29	6128	F	55	65	75
30	6225	M	50	70	80
31	6194	F	50	75	80
32	6227	F	55	70	80
Total			2005	2390	2625

The Table 1.2 showed the tabulation of data which are showing the students' progressing score of speaking skill after filmmaking final project, started from the pre-test, post-test in cycle 1 and post-test in cycle 2 in which it presented the students' improvement in each test.

Pre-Cycle

M=	ΣX
	N

Where: M = the mean score, Σx = total score of the subjects, and N = the number of subjects

Therefore, the mean score for the pre-test (X_0) was

M=	ΣX_0	2005	= 62.65
	N	32	

It can be said from the result above, the mean score of the pre-test which was followed by 32 students was 62.65. This score is below the minimum criteria of mastering English lesson in SMP N 1 Turi which is 75. Hence, it can be said that the score of the students was categorized as insufficient. Also, this result was in line with the preliminary observation. Thus, the improvement of students' skills in speaking are needed. Here, the researchers tried to use filmmaking final project to improve students' ability in speaking in cyclical process.

The First Cycle

Based on the results of the pre-cycle, the first cycle was carried out. It was the first step in teaching learning process in this classroom action research in

improving the students' speaking skill by giving filmmaking final project. In this cycle, there were two sessions; therefore, the researchers taught the students in session 1 and session 2. The first session was started by implementing what the researchers already planned in the lesson plan. The researcher followed activities which were designed in the lesson plan, they are pre-activity, whilst activity, and post-activity. The teaching learning processes was divided into two sessions. In the first session, the students are given materials about narrative text. The researchers explain what narrative text is. Then, providing some example of filmmaking projects. The researchers gave two examples of filmmaking final projects which had been made by the previous batch. The next is asking the students to find a group and selecting the topic of the Film. The students can choose the topic based on their group's interest. After that, they are making a script. They can download in the internet but they cannot exactly copy the script. They have to modify it by using simple languages. Then, deciding each student's role and practicing the script. Then, in the end of the session 1, the students were instructed to perform it in front of the class.

In second session of cycle 1, all of the students are given the post-test by the researchers. The mean score got by the students in cycle I is 2390. To obtain the result of post-test (X1) in cycle 1, the researcher used this formula:

M=	$\sum X$
	N

Where: M = the mean score, $\sum x$ = total score of the subjects, and N = the number of subjects

Therefore, the result of the mean score for the post-test (X1) in cycle 1 was

M=	$\sum X1$	2390	= 74.68
	N	32	

The result of the post-test (X1) showed the mean score 74.68. Therefore, it can be interpreted that there was an improvement from the result of the pre- test. This result had already showed an improvement of the subjects' speaking skill. It could be seen from the comparison of the pre-test (62.65) and posttest (74.68) mean scores. However, the score still did not meet the minimum criteria of mastering English lesson in SMP N 1 Turi which is 75.

The Second Cycle

The researchers decided to continue to the next cycle, which is the second cycle, since the researcher stopped the research if the students had score 75 as the minimum criteria of success indicator in SMP N 1 Turi. The process is the same as the previous cycle, which was divided into two sessions. What make it difference with the previous cycle is in this cycle, the students will record their performance in form of mp4 or mpeg products. Therefore, they had to decide the setting of the place and time for shooting, for instance, costume, properties, music, food, camera, etc.

In second session of cycle 2, all of the students are given the post-test by the researchers. The mean score got by the students in cycle 2 is 2625. As the previous pre-test and post-test, to obtain the result of this post-test (X2) in cycle 2, the researchers also used this formula:

M=	ΣX_2
	N

Where: M = the mean score, Σx = total score of the subjects, and N = the number of subjects

Therefore, the mean score for the post-test (X2) in cycle 2 was

M=	ΣX_2	2625	= 82.03
	N	32	

The mean score of cycle 2 was 82.03. It indicated that the result was categorized as a very good result because the score had fulfilled the minimum criteria of success indicator in SMP N 1 Turi which is 75.

In addition, the increasing comparative mean score tables of the pre-test score and the post-test score that was obtained by the students for cycle I and cycle II could be graphically showed as follows.



Graph 1.1 Depicting the Students' Progressing Achievement in Speaking Skill of Pre-Cycle, Cycle I and Cycle II

The Process of Filmmaking Final Project

This project was started in January and ended in March. The detailed information of the process Filmmaking Final Project will be presented as follows. (1) Explaining 'Narrative Text' (2) Providing some example of Filmmaking projects, (3) Asking the students to find a group, (4) Selecting the topic of the Film, (5) Making a script, (6) Deciding each student's role, (7) Practicing the script (rehearsal), (8) Deciding the setting of the place and time for shooting (costume, properties, music, food, camera, etc), (9) Shooting, (10) Editing (students and teacher), (11) Submitting the final Filmmaking Final Project to their teacher, and (12) Presenting the final Filmmaking Final Project in front of the class.

In the first step, the teacher will give some explanation about narrative text by using PowerPoint application. The teacher gives modelling of narrative text. Feez and Joyce (2002) gives the activities in giving the modelling of text. Text-level activities: focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference, e.g. semantic maps, vocabulary networks, cloze, transparency overlays, etc. Clause-level activities: presentation and practice activities relating to the grammatical features of the text. Expression-level activities: oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type (p. 30). While, the next is Joint construction of the text. In this section, the students are given chances to contribute to the construction of the text examples. The teachers reduce the contribution of the text in order to prepare the students to the next stage: independent stage. In the other hand, Independent construction of the text. The students work individually in this stage. They compose the texts which have learnt individually.

After the teacher and students talking about narrative materials, further the teacher gives the filmmaking final project. For the topic, the students can choose the title for the filmmaking by themselves as long as it is a narrative text. The story can be from Indonesia or abroad. Moreover, they have to choose the topic or title based on their favorites which is related to reading task. Then, they should write dialogue based on the topic or title chosen and also based on the number of members of each group which is related to writing task. After that, they do role play and act based on the characters they choose which is related to the speaking task. The last step is that they should be aware and listen the other characters' utterances and dialogues which is related to the listening. Thus, it can be said that in one assignment, they can achieve four skills in learning English.

The Results of the Filmmaking Final Project

There were three products made during this filmmaking final project, they are:

1. *Cinderella.mpeg*
2. *Ande ande lumut.mp4*
3. *The True of Dewi Candra Kirana.mp4*

Students' Perception in the Effectiveness of Filmmaking Final Project

To support the results and evaluate the project, the researchers also provide students' perception toward the filmmaking final project through distributing a questionnaire and interview some students. Therefore, this section aims to present the students' perception of the effectiveness of filmmaking final project to enhance the English speaking competence, ideas, and creativity. In order to find out the answers, the researchers distributed a questionnaire to 32 students. The results are presented in the Table 1.3 as follows.

Table 3. Students' Perception of the Effectiveness of Filmmaking Final Project to Enhance the English Speaking Competence, Ideas, and Creativity

No.	Pernyataan	1 STT	2 TS	3 S	4 SS
1.	<i>Saya merasa senang mendapatkan tugas pembuatan film pendek.</i>	0 (0)	0 (0)	12 (37, 5%)	20 (62, 5%)
2.	<i>Saya dan kelompok memilih teks film pendek berdasarkan kesepakatan bersama sesuai dengan yang kelompok kami suka.</i>	0 (0)	0 (0)	10 (31, 25%)	22 (68, 75%)
3.	<i>Tugas pembuatan film pendek meningkatkan kerjasama baik teman sekelompok maupun teman dikelas.</i>	0 (0)	0 (0)	18 (56, 25%)	14 (43, 75%)
4.	<i>Kelompok saya dapat berkerja sama satu dengan yang lain dengan baik dan kompak.</i>	0 (0)	0 (0)	10 (31, 25%)	22 (68, 75%)
5.	<i>Kelompok saya mendukung saya dalam mengerjakan tugas kelompok, baik personal maupun tim.</i>	0 (0)	0 (0)	7 (21,875%)	25 (78, 125%)
6.	<i>Saya dan kelompok saling memberikan masukan untuk kebaikan bersama, contohnya dalam pemilihan kostum, ber-akting, dll.</i>	0 (0)	0 (0)	16 (50%)	16 (50%)
7.	<i>Ketrampilan menulis saya bertambah dengan adanya tugas pembuatan film pendek.</i>	0 (0)	5 (15, 625)	24 (75%)	3 (9, 375%)
8.	<i>Kosa kata saya bertambah dengan adanya tugas pembuatan film pendek.</i>	0 (0)	0 (0)	21 (65, 625%)	11 (34, 375%)
9.	<i>Tugas pembuatan film pendek meningkatkan rasa percaya diri saya terutama dalam berbicara Bahasa Inggris.</i>	0 (0)	0 (0)	16 (50%)	16 (50%)
10.	<i>Tugas pembuatan film pendek dapat meningkatkan kemampuan saya dalam berbicara Bahasa Inggris.</i>	0 (0)	0 (0%)	10 (31, 25%)	22 (68, 75%)
11.	<i>Tugas pembuatan film pendek memotivasi saya untuk berbicara Bahasa Inggris.</i>	1 (3, 125)	0 (0)	13 (40, 625%)	8 (25%)
12.	<i>Saya merasa lebih kreatif setelah menyelesaikan tugas pembuatan film pendek.</i>	0 (0)	4 (12, 5%)	23 (71, 875%)	5 (15, 625%)
13.	<i>Saya merasa puas dan senang dengan hasil film pendek yang saya hasilkan bersama dengan teman kelompok.</i>	0 (0)	0 (0)	20 (62, 5%)	12 (37, 5%)
14.	<i>Saya menjalankan tugas pembuatan film pendek dengan semangat dan antusias.</i>	0 (0)	2 (6, 25%)	17 (53, 125%)	13 (40, 625%)
15.	<i>Saya memahami ide cerita lebih baik dengan adanya tugas pembuatan film pendek.</i>	0 (0)	0 (0)	19 (59, 375%)	13 (40, 625%)
16.	<i>Tugas pembuatan film membuat saya tidak merasa bosan dengan tugas yang selalu diberikan hanya dikelas saja.</i>	1 (3, 125)	0 (0)	13 (40, 625%)	18 (56, 25%)
17.	<i>Saya menyukai karakter yang saya dapatkan dalam pembuatan film pendek di kelompok saya.</i>	0 (0)	2 (6, 25%)	18 (56, 25%)	12 (37, 5%)
18.	<i>Saya dapat menjalankan peran dan karakter di dalam proses pembuatan film pendek dengan baik.</i>	0 (0)	0 (0)	26 (81, 25%)	6 (18, 75%)
19.	<i>Saya mengerjakan tugas pembuatan film pendek</i>	0	0	20	12

	<i>dengan sungguh-sungguh.</i>	(0)	(0)	(62, 5%)	(37, 5%)
20.	<i>Saya bisa memahami generic structure dari narrative text lebih mudah dengan mengerjakan pembuatan film pendek.</i>	0 (0)	0 (0)	25 (78, 125%)	7 (21, 875%)

From Table 1.3 above, it could be said that the students gives a positive perception and opinion toward the questions or statements that the researchers asked to the students. From the percentage each column, it can be implied that most of the students are agree and strongly agree toward the effectiveness of filmmaking final project to enhance students' English speaking competence, ideas, and creativity. Wick and Pick (1978) state that there is a connection between perception and experience. For all the statements, the students had the experience of filmmaking final project and work together with their group members based on their own topic chosen. The results of them were good since they had a good experience and they would perceive a positive opinion of the filmmaking final project. Based on their opinion in the group-interview which can be seen in the appendices, they share the advantages of filmmaking final project. It can improve speaking ability to speak in front of people. They are motivated to speak through scripted film. Also, they learn and perform the expression. Achieved successful performance. Cahyani (2003) outlines that when the students find themselves a comfortable learning situation, it leads to an enjoyable learning situation and makes them motivated. It can be said that filmmaking final project which has conversation like in the students' real life can make a comfortable learning situation since they know how to act the action in their real life.

Moreover, filmmaking final project can increase teamwork, increase their ability in memorizing, and also build their creativity. Mostly, they like their characters in the scripted role play. They can get comments and feedbacks from their teacher even their friends in their group during the process of accomplishing the filmmaking final project. It also gives the opportunity to speak English better outside the classroom. Sometimes, they got difficulty to memorize the script because of the language and also to define the characters. It makes them feel challenged to be recorded. However, they can overcome and solve the problems. They have scene and plot to perform scripted film and achieve successful filmmaking final project.

Conclusion

Throughout the study, the researchers observed that the usage of giving filmmaking final project motivated the students to take part in the lessons. Hence, filmmaking final project is an effective assignment which can enhance students' English speaking competence, ideas, and creativity for Junior High School. Also, filmmaking assignment is the most appropriate way in which the teacher as facilitator accommodates and let the students to practice integrated skills, especially speaking in groups through engaging them in the real situation. Moreover, it can enhance students' creativity and idea since the assignment is also dealing with writing. Therefore, it can be said that along with creativity and innovation what will impact the students' life are both personal and interpersonal.

The teacher's belief can be strengthened by seeing that the students who gave positive response to the filmmaking final project. Finally, the filmmaking assignment has positive effects on students' motivation, language skills, social, cooperative, collaborative skills, self-confidence, and decision-making abilities. Thus, it is not only about the improvement of language skills but also related to their soft skills.

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THE IMPACT OF UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON PROMOTING AUTONOMOUS LEARNING

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Abstract

In the last decade of high technology, Information and Communication Technology (ICT) has established a powerful presence in foreign language pedagogy. A common justification for the use of ICT in language teaching and learning is that to promote learner autonomy, which researchers and practitioners now set as a very important goal. The learners are required to be more independent in exploring and developing their knowledge through the use of information technology. Thus, the present study aims at investigating the impact of utilizing Information and Communication Technology (ICT) on promoting autonomous learning. To reveal the result of this study, a qualitative research design was employed in which the data were obtained through semi-structured interview, observation, as well as field-notes. The subjects of the interview section are two essential elements directly get involved to this issue; students and teachers. Furthermore, the findings of this study are expected to give more implications to the development of language pedagogy, especially, on the use of ICT as the implementation of active learning strategy which can promote autonomous learning.

Keywords: Information and Communication Technology (ICT), autonomous learning

Introduction

In the last few decades, Information and Communication Technologies (ICT) have a major role in developing modern life for many social fields, including education. In education, computer technology has become an essential part so that the government put ICT as one of the curriculum in Indonesia's education. The utilization of ICT in education has started to appeal the potential as well as the significant progress in language learning. It has a major issue in education world and had been used in all level of education, from preschool to university level that could facilitate students and teachers in teaching and learning process.

ICT presents a powerful learning environment for learners either inside or outside of the classroom. Many teachers make use of ICT to support the learning process, especially, for innovative instructional approaches such as collaborative learning and problem-based learning which can increase students' productivity and useful knowledge construction. Thus, technology, especially the internet presents us with new opportunity for independent, autonomous, and self-access language learning center. The usefulness of technology software, including the computer and internet, for promoting autonomous language learning has become tremendous topic for the researchers since it has a positive impact on language learning. as stated by Dudeney (2007) that using a range of ICT tools can give learners exposure to and practice in all of the four main language skills autonomously such as speaking, listening, writing, and reading.

In relation to the aforementioned ideas, autonomous learning is considered to be important, since it help learners engage themselves with continuous knowledge excitement. According to Holec (1981) autonomous learning has to do with a person's

ability to take full responsibility of his or her own learning. It includes the ability to decide what, when, and how learning should take place. In addition, Wilson & Boldmeman (2012) also stated that the autonomy-friendly skills can be developed, if the process of learning can increase students' motivation. The topics of learning materials should be linked to learners' interests, needs and talents. It also has to challenge learners to deal with everyday life issues which are familiar to them. By utilizing ICT, it can help the learners' engagement in learning the target language, such as using digital images, video, music, and spreadsheets. Moreover, According to Louis (2006) teacher should encourage learners to work independently by helping them how to make decisions about their learning process. Thus, by directing and controlling their learning, it can help students develop their awareness of responsibilities in the learning process. Eventually, the students may work confidentially outside of the classroom by utilizing ICT as their media of learning.

Computer Technology has contributed much to the concept of autonomous learning in terms of facilitating learner autonomy through enabling a vast amount of materials for self-learning (Godwin-Jones, 2011). The materials given by the teacher in the classroom can be developed by the students themselves by finding thousand of sources through utilizing ICT, especially internet. As the example in reading comprehension, the students are able to find other articles related to the topic given, so that, they can broaden their knowledge and improve their reading skills as well as enrich their vocabulary. Another example is listening comprehension, in the classroom section; the students only get the limited materials due to the limited time allotment. By using technology, especially computer, the students are able to improve their listening skills by listening more on the materials related to the topic or practicing their listening comprehension through other sources outside of the classroom.

In addition, Schmenk (2005:107) also stated that the popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide. The Schmenk's idea is in line with the result of studies conducted by several researchers. The study conducted by Mantikou (2013) on Greek primary school students revealed that the learners were very motivated while learning by using ICT tools. They started using ICT to learn things in relation to their curriculum subjects. Moreover, the same positive result also revealed on the study conducted by Budianto (2014) on ICP class program that the students felt positive effect on using internet to perform their learning task compared to the regular class. In line with those studies, the result of study conducted by Hayta (2013) showed that the students made use of a good amount of autonomous learning activities and they benefited from technology in their language learning process. Thus, the impacts of ICT on language learning give much benefit to promote autonomous learning.

Regarding to the aforementioned background above, the main purpose of the present study is to explore the impact of utilizing ICT on promoting autonomous learning. Therefore, the research problems are formulated as follows: (1) how learners perceive themselves into autonomous learners? (2) how does ICT based learning help learners to be autonomous in their learning? and (3) what is the impact of utilizing ICT on promoting autonomous learning?. In addition, for the purpose of the study, the present study tries to give an overview about how the students perceive their autonomy through ICT based learning. In other words, it examines the way the ICT based learning help the students to be more autonomous in learning the target language, especially English.

Methodology

The present study aims at drawing a qualitative conclusion through case study on utilizing ICT based learning to build students' autonomous learning. The data were obtained through field notes and interviews. An observation was also conducted by the researchers to enrich the data and reported the actual data from the natural setting. The subjects of this study were the students as well as the teachers of MAN 3 Malang. One class of second grade was chosen in the present study which consists of 25 students since they are utilizing ICT in learning English. The proportions of male and female students in this class are almost equal. Moreover, they have different language competency, thus, they have different styles in learning. However, for the purpose of the study, the researcher selected only five students to participate in this study to be interviewed more about the use of ICT in promoting autonomous learning. In addition, two teachers were also chosen as the subjects of this study due to the enrichment of the data.

In collecting the data, the researcher observed the classroom's teaching and learning process for three meetings. By using field notes, the researcher gather the raw data including the information related to the use of ICT in teaching and learning. Furthermore, interview sections were also conducted by the researcher which are addressed to five students and two English teachers who utilize ICT in their teaching process. The interviews are semi-structured, consisting pre-written major questions as well as additional questions asked during the interviews. The interview guidelines involved the perspective and opinions of participants related to the impact of using ICT in promoting autonomous learning.

In addition, after obtaining the data through interviews and field notes, the data, then, analyzed by the researcher. Since the main focus of this study was on the impact of ICT in promoting autonomous learning, thus, the goal of the data analysis is finding out whether the students could be characterized as autonomous learner by utilizing ICT in language learning. From the result of interviews as well as the observation in which the data are gathered in the field notes, the data, then, interpreted by the researcher to get the result and draw the conclusion of the present study.

Findings and Discussion

In an attempt to answer the first research question about how learners perceive themselves into autonomous learners, the result of the interview section could be concluded that the students have awareness in language learning. They are able to set goals in their learning. In order to achieve their goals, they try to learn English well, even; they make good use of their free time to study English. The students said that they are able to manage their time well. However, being self-directed learners are not easy. The students have to ignore any distraction come up while they are learning. They are able to manage themselves on how, when, and what are the materials should be learned and accomplished during their learning. In addition, from the result of field notes, it also revealed that most of the students were well-motivated in learning English. In the process of teaching and learning in classroom, they were enthusiastic and interested in on the materials given by the teachers.

Moreover, the finding of the present study also revealed that the students are quite eager to learn English. They have a responsibility to complete the task. In accomplishing the task, they try to find any sources from other media, such as internet. Besides, they also use library to enrich the source of references. The students have big responsibility in completing the task from the teacher in order to achieve a higher achievement. In the process of teaching and learning, the students also try to use every opportunity to take part in the activities where and when they can speak English. Some of

them are able to speak confidently, but some are not. However, they are able to overcome their anxiety in speaking English by preparing the notes before they start to speak in front of the class. Besides, the result of interview with the teacher also can be inferred that the teachers have a big role in promoting students' autonomous learning. This idea is in line with Nunan (2003) on the concepts of learner autonomy. He said that the teacher should raise awareness of learning process, encourage learners to use their second language outside the classroom, help learners identify their own preferred styles and strategies, allow learners to generate their own tasks, allow learners to become researchers, etc. In the process of teaching and learning, the teachers facilitate students with the appropriate teaching method as well as the task in order to promote students' autonomous learning.

Furthermore, with regards to the second research question about how does ICT-based learning help learners to be autonomous in their learning, the results revealed that the students are able to utilize ICT in their learning in which it promotes their autonomous learning. It was found that the students were very enthusiastic about using technology including internet and computer to study and improve English. They used audio-visual materials to improve their speech such as: listen to BBC, watch English movies, read English articles or newspapers, etc. Additionally, in line with the responsibility in completing the task, they claimed that online materials were really helpful to support their learning. When the teacher gave them a task, either for speaking or reading materials, a major of students would finish the task by online sources. Thus, they are able to accomplish the task easily. The present result is line with the result of study found by Budianto (2014) in which the students prefer to use online sources.

In addition, by using technology, learners develop research skill, critical thinking, and inquiry-based learning in a way that they become more responsible for their own learning. Technology can facilitate students in developing their language skills including listening, speaking, reading, and writing as stated by Dudeney (2007). Moreover, it was also clear that technology benefited students to learn language with different learning styles. In this respect, Butler-Pascoe and Wiburg (2003) assert that "multimedia provides the multiple modalities needed to meet the needs of students with different learning styles and strategies". Eventually, the students are able to overcome their difficulties in learning English by utilizing technology.

In accordance with the third research questions on the impact of utilizing ICT on promoting autonomous learning, the result of the present study showed that the students becomes well-motivated in learning English. A vast majority of students exploited computers and the internet to support and facilitate their learning. The students have numerous opportunities to access thousand of sources provided in the internet. For example, by using YouTube channel, the students can learn many English materials from the native speakers in order to broader their knowledge as well as improve their language ability. The students may not only get the materials given by the teacher in the process of teaching and learning in the classroom, but rather they can develop their own skills by utilizing ICT. Moreover, the impact of technology also benefited for the teachers. As Louis (2006) claims that both teachers and students can make use of technology in various ways; teachers may prepare instructional materials and activities by using sites and other media such as power point, video, music, or media flash player. In addition, the students also have much opportunity such as reflecting on what they have learnt or share their ideas via blogs, communicating with their friends all over the world via social media or chat programs, and studying through authentic materials (Godwin-Jones, 2011). In this point, it is clear that the students' use of technology give much benefit on promoting their autonomous learning.

Conclusion

From the findings of the present study, it can be inferred that most students are able to perceive autonomous learning. The students have more self-awareness in their learning English. They are able to set goals in their learning, besides; they also have responsibility with their own learning. Additionally, the use of technology including computer and internet benefited students to facilitate their learning. The students are able to access thousand of sources provided in the internet as well as utilize the computers to improve their English skill. They can learn from many ways in the form of various media by themselves. Thus, the students not only get the materials given by the teacher in the classroom, but also develop their language skill through ICT. In short, the use of ICT in language learning can give positive impacts to the students, especially in promoting autonomous learning.

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